



3 1761 11648802 4

CA1
RT10
- 1977
A71 v.3

Government
Publications

Attitudes of Canadians Towards
Advertising on Television
Vol. III

CANADIAN ADVERTISING ADVISORY BOARD
LIBRARY



Presented to the
LIBRARY *of the*
UNIVERSITY OF TORONTO

by
**CANADIAN ADVERTISING
RESEARCH FOUNDATION**

ATTITUDES OF CANADIANS TOWARDS

ADVERTISING ON TELEVISION

VOLUME III

UNIVERSITY OF TORONTO
LIBRARY
111 1000

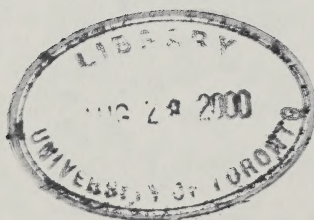
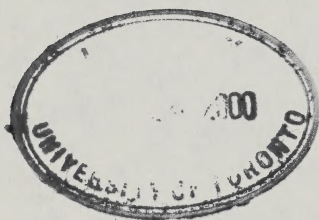



TABLE OF CONTENTS

For Volume I

INTRODUCTION	1
Background To The Study	2
Study Objective	6
Research Design	7
METHODOLOGY FOR THE QUANTITATIVE NATIONAL SURVEY	11
Survey Questionnaire	12
Sample Design	14
Execution	17
Achieved Sample And Weighting Procedures	18
Analysis	19
Statistical Reliability	23
THE IMPACT OF TELEVISION AS A MEDIUM	27
Television Usage Levels And Viewing Times	29
Usage Of Television Relative To Other Media	40
Usage Of Television And Other Media Within Specific Contexts	49
Television Ownership And Viewing Behaviour	61



Digitized by the Internet Archive
in 2023 with funding from
University of Toronto

<https://archive.org/details/31761116488024>

TABLE OF CONTENTS (continued)
For Volume I

ATTITUDES TOWARDS ADVERTISING	81
Attitudes Of Canadians Towards The Economic Role Of Advertising	83
Attitudes Of Canadians Towards The Communication Role Of Advertising	85
Attitudes Of Canadians Towards The Integrity Of Advertising	87
Personal Response Of Canadians To Advertising	89
Attitudes Of Subgroups Of The Canadian Population Towards Advertising	91
Attitudinal Dispositions Towards Advertising	103
Relationships Between Attitudes Towards Advertising And Television Attitude Dispositions	107
ATTITUDES TOWARDS TELEVISION	110
Attitudes Of Canadians Towards Benefits Of Television	113
Attitudes Of Canadians Regarding The Effect Of Television Upon Children	116
Attitudes Of Canadians Towards Television And Social Interaction	118
Personal Response Of Canadians To Television	120
Attitudes Of Subgroups Of The Canadian Population Towards Television	124
Attitudinal Dispositions Towards Television	139
Relationships Between Attitudes Towards Television And Advertising Attitude Dispositions	145

TABLE OF CONTENTS (continued)

For Volume II

ATTITUDES TOWARDS ADVERTISING ON TELEVISION	149
Attitudes Of Canadians Towards The Relationship Of Advertising To Television	153
Attitudes Of Canadians Towards The Frequency And Number Of Advertisements On Television	158
Attitudes Of Canadians Towards The Placement Of Commercials Within Television Programming	160
Attitudes Of Canadians Towards The Manner Of Presentation Of Television Advertising	163
Attitudes Of Canadians Towards Various Types Of Television Advertising	165
Attitudes Of Canadians Towards The Informational And Entertainment Roles Of Television Advertising	168
Attitudes of Canadians Towards The Images Which Television Advertising Creates	171
Attitudes Of Canadians Towards The Integrity Of Television Advertising	174
Attitudes Of Canadians Towards The Regulation Of Truth In Television Advertising	176
Attitudes Of Canadians Towards Canadian Content For Television Advertising	179
Personal Response Of Canadians To Television Advertising	181
Attitudes Of Subgroups Of The Canadian Population To Advertising On Television	183
Attitudinal Dispositions Towards Television Advertising	223
Relationships Between Advertising Attitude Dispositions And Television Attitude Dispositions, And Attitudes Towards Television Advertising	239

TABLE OF CONTENTS (continued)

For Volume II

COMPLAINTS BY TELEVISION VIEWERS	256
Attitudes Of Canadians Towards Advertising, Television, And Television Advertising	257
Demographic Differences And Media Usage Differences Of Complainers	269
Channels Of Complaint	275
RELATIONSHIPS BETWEEN ISSUES REGARDING THE PUBLIC'S ATTITUDES TOWARDS ADVERTISING ON TELEVISION	281
Identification Of Advertising Attitude Segments	283
Identification Of Television Attitude Segments	289
Identification Of Television Advertising Attitude Segments	296
Demographic And Behavioural Profile Of Advertising Attitude Segments	316
Demographic And Behavioural Profile Of Television Attitude Segments	323
Demographic And Behavioural Profile Of Television Advertising Attitude Segments	333
Relationships Between Advertising, Television, And Television Advertising Attitude Segments	352

TABLE OF CONTENTS (continued)
For Volume III

APPENDICES

I	Sources	359
II	Orientation Stage Findings	364
III	Demographic Characteristics of the Groups	368
IV	Group Discussion Outline	374
V	Qualitative Input Stage Findings	377
VI	English Version Questionnaire	390
VII	French Version Questionnaire	431
VIII	Enumeration Area Sampling Frame	472
IX	Interviewer Instructions	494
X	Completion Rates	511
XI	Achieved Sample	517
XII	Weighting of Data	521
XIII	Cluster Analysis	525
XIV	Trade-Off Analysis	
	Varieties of Conjoint Measurement	536
	A Method For Quantifying Consumer Values	560
XV	Calculation of Multiplicity and Intensity of Media Usage	595

APPENDICES

APPENDIX I SOURCES

PRINTED SOURCES

- Bauer, R., "Advertising in America, the consumer view", 1968.
- Belanger, J.B., "Le Québec: de l'Illusion de l'abondance à la Réalité de l'Endettement", 1974.
- Campbell, Keith, "The Metamorphosis of Advertising", February 17, 1975.
- Canadian Advertising Advisory Board, "The Advertising Standards Council, Complaints Report", for 1974.
- Canadian Advertising Advisory Board, "The Advertising Standards Council - Report on Broadcast Code Pre-Clearance", February 12, 1975.
- Canadian Association of Broadcasters, "Broadcast Code for Advertising To Children", August 1974.
- Canadian Broadcasting Corporation, "Opinions of CBC Financing", C.B.C Study, 1974.
- Canadian Broadcasting Corporation, "Public Attitudes And Reactions To Certain Aspects of Television Advertising With Particular Reference To The Advertising of Personal And Intimate Products", C.B.C. Research Report, April 1967 - TV/67/36.
- Canadian Broadcasting Corporation, "Attitudes To Television Commercials". C.B.C. Study, 1974.
- Canadian Radio-Television Commission, "Public Announcement, Policy Announcement On Cable Television", February 17, 1975.
- Canadian Radio-Television Commission, "Policy Statement - Cable Television - The Supplementary Programming Channel; Policy Statement Cable Television - The Community Channel, and Proposed Regulations Respecting Broadcasting Receiving Undertakings; Policy Statement - Cable Television - Converter Service; Policy Statement-Cable Television - Carriage of Radio Services".
- Canadian Radio-Television Commission, "Subliminal Perception", Research Branch, July 5, 1974.
- Canadian Radio-Television Commission, "A Measure of Public Opinion On Television Commercials" - An analysis of Spontaneous Comments in BBM Bureau of Measurement Audience Diaries, Research Branch.
- Canadian Radio-Television Commission, "Radio Frequencies Are Public Property", March 31, 1974.

- Caron, André H., "The Effects of Advertising On Children", Le Publicité-Club de Montréal Inc., December 1971.
- Consumers' Association of Canada, "Submission To The Canadian Radio Television Commission On Commercial Advertising On the C.B.C.", February 4, 1974.
- Consumers' Association of Canada, "Submission To The Parliamentary Committee On Broadcasting, Films and Assistance To The Arts", June 21, 1973.
- Corcoran, John H., "Let's Hear It For The Folks Who Bring You All That Shlock On TV", The National Observer, May 24, 1975.
- Department of Consumer and Corporate Affairs, "Misleading Advertising Bulletin", Trade Practices Branch, December, 1974.
- Elkin, F., "Rebels And Colleagues, Advertising And Social Change In French Canada", 1973.
- Firestone, O., "Broadcast Advertising In Canada".
- Fuller, Claude Conyer, "Attitudes Toward Television Commercials In Five Major Urban Cities", Dissertation Abstracts International, June 1973.
- Gausse, A., "Un Panier de Mensonges", 1972.
- Girouard, L., "La Consommation En Dette", Vol I and II, Conseil de développement social de Montréal Métropolitain, 1972.
- Juneau, Pierre, Chief Executives' Luncheon Talk, Canadian Radio-Television Commission, May 6, 1974.
- Liefeld, John P. and Norsworthy, Fay, "Preliminary Research Report - The Influence Of Television Advertising On Children Compared to Peer And Parental Influence", Canadian Radio-Television Commission.
- Milne, J. N., "Clutton On Television", February 5, 1974.
- Milne, J. N., "Advertising In A Changing Society", January 27, 1975.
- Ministry of Transportation and Communications (Ontario), "Communications In Ontario - Findings Of A Survey Of Public Attitudes", 1973.
- Ouellet, Honourable André, "Notes For An Address By The Honourable André Ouellet, Minister Of Consumer And Corporate Affairs To The Annual Meeting Of The Canadian Advertising Advisory Board", November 26, 1974.
- Proulx, S., "La Pratique Publicitaire Au Québec", Thèse de maîtrise, Université De Montréal, 1971.
- Rich, Tom, "Criticisms Of Television Commercials - A Survey Of Montreal Viewer Attitudes".

Steiner, Gary A., "The People Look At Commercials: A Study Of Audience Behavior", The Journal of Business, April, 1966.

Versailles, A., "Communications", Vol. I-II, Conseil de développement social, 1972 (Bibliography on Mass media, Cable TV, media and education and advertising).

OTHER SOURCES

Canadian Radio-Television Commission documents: 1972-73
1973-74 Annual Reports
Public Hearings March 1974
on the renewal of CBC license

Canadian Radio-Television and Telecommunications Commission newspaper clipping files and letter files regarding advertising on television.

Davey report on mass media, particularly VOL. II, Part II,
"The Economic aspects of the means of diffusion".

Newspaper clippings out of CRTC files, on the topics of the CRTC-CBC controversy, children's advertising, provincial and federal regulations, Canadian content of advertising, women's advertising.

Documents Relative to Demographic Data

On TV audience: CBC research reports:

"Patterns of Television Viewing in Canada", 1973.

"What the Canadian public thinks of television and of the TV services provided by CBC", 1974.

"Public attitudes and reactions to certain aspects of TV advertising", 1967.

On Consumer complainers:

"Who Complains: the demographic profile of consumer complainers, Dept. of Consumer Studies". University of Guelph.

People Interviewed and/or Contacted over the Phone

In Ottawa:

Consumers Association of Canada

Mr. ORR, Consumers Affairs Department
M. Jacques Lalonde, CRTC
Mr. Peter Francis, CRTC

In Montreal:

LUC LAURIN, Director of the Committee on Children's Advertising, Associate Director of l'Office de Protection au Consommateur, Ministère des Affaires Financières, Compagnies et Cooperatives, Gouvernement de Québec.

MAURICE GILL, Research Director, Radio-Canada.

GILLES ROBERT, CAMILLE CUSSON, Institut pour la Promotion des Interets du Consommateur (IPIC).

DIANE COUILLARD, Administrator, National Cablevision Ltd.

M/W STEBENNE, Conseil des Normes de la Publicité

J.B. BELANGER, Researcher, ACEF (Association Canadienne d'Economie Familiale).

LINA TRUDEL, Researcher, ICEA (Institut Candien d'Education aux Adultes).

J. BOUCHARD, President, BCP.

In Quebec City:

G. LOISELLE, Directeur Général de l'Information, Dept. of Communications, Government of Quebec.

In Toronto:

J.N. MILNE, Managing Director, Institute of Canadian Advertising.

R. GODBEER, Advertising Manager, Colgate-Palmolive Ltd.

P. JONES, President of BBM.

T. DELANEY, Vice President and Secretary, CFTO.

Ontario Consumer Protection Bureau.

Canadian Advertising Advisory Board.

APPENDIX II ORIENTATION STAGE FINDINGS

The Orientation Stage identified component issues which, for ease of presentation, have been summarized within the following topology.

SPECIFIC PRODUCT ADVERTISING

Public outcries about commercial encouragement to consume certain personally harmful or socially undesirable products, have made regulation of the advertising for certain products one of the earliest forms of control imposed. Examples of product categories and types of complaint, which are symptomatic of some people's concern about consumption, include :

1) Advertising for Alcoholic Beverages

- There is considerable pressure to prohibit the advertising of liquor on television, much as was the case against cigarettes, on the grounds that this promotes consumption of a personally harmful and socially costly product.
- The "lifestyle" kind of advertising used in many beer commercials comes under attack for the product associations it creates.
- In Quebec, an issue is created by the use of well-known personalities in beer and cider advertising on French-language television.
- Liquor advertising is governed by provincial liquor boards and is currently banned from television in British Columbia.

2) Personal and Sexual Hygiene Products

- Objections to television advertising for this category of products are based on moral grounds or personal embarrassment at having such products presented to an unrestricted audience.
- Regulation of such advertising is currently subject to the C.R.T.C.'s guidelines governing "good taste" in the media presentation.

3) Credit Advertising

- Objections to the advertising of credit are related to the moralistic grounds that they induce consumption beyond one's means.
- This type of advertising is currently governed only by legislation under the Combines Investigation Act prohibiting misleading advertising.

THE AUDIENCE FOR TELEVISION ADVERTISING

A number of general issues raised both in the published material on television and in discussions with members of special interest groups were related to the influence that this medium exerts on the audience. The control themes in any such concern include the presumed impact that television has on the viewer through simultaneous use of auditory and visual stimuli, coupled with the broad reach and penetration of this medium across all sectors of the population. Examples of some of the specific issues raised include :

1) Non-targeted Advertising

- The program or network executive's normal desire to maximize the total size of his audience is often incompatible with the concept of targeting an advertisement to a specific group of consumers within the population.

2) Advertising Directed Towards Children

- A number of special interest groups have formed in Canada and the U.S. to lobby for greater control over advertising targeted at children or to abolish it entirely.
- Currently, the C.A.B. Broadcast Code for Advertising to Children is being enforced by the C.R.T.C.

SOCIAL VALUES AND EXPECTATIONS

In reviewing material on television advertising, one finds a feeling that some of the concepts inherently transmitted through such advertising are increasingly at odds with recent changes in social values. The dominant issues seem to be that advertising creates new demands for products where such demand might not otherwise exist and that it frequently promotes wasteful consumption.

Much of this sentiment promotes an anti-advertising point of view as expressed in the 1974 report on "Communications in Ontario" sponsored by the Government of Ontario which considered much of it "wasteful in the face of emerging social concern over excessive consumption". The effect of this growing sentiment appears to be a demand for more informative and less persuasive advertising.

CORPORATE ADVERTISING

A growing phenomenon in the media is the incidence of corporate advertising which is intended to influence public opinion on "political" issues in which the corporation is an interested party. Examples of such advertising include the oil industry campaign justifying its profits, following the OPEC oil embargo, or the campaign sponsored by the container industry to promote disposable containers.

MISLEADING ADVERTISING

All advertisements are subject to the jurisdiction of the Combines Investigation Act, which prohibits misleading or deceptive advertising. The main issue related to this Act is that it falls under the criminal code which severely limits its flexibility. Arguments are put forth that new legislation is required which puts this control under the jurisdiction of an administrative tribunal in order to deal more effectively with issues such as :

1) Expectation and Non-Realization

- The acceptance of exaggeration or puffery in advertising can lead to expectations among consumers which cannot be realized after purchase. Unless, one can prove deceptiveness, such cases cannot be referred to the Combines Investigation Act.

2) Hidden Advertising

- The use of certain products or brands in the programs is often a paid commercial activity which may not be recognized as advertising.
- There is a growing concern in the broadcasting and advertising industry about such devices as subliminal advertising.

In addition, all scripts and storyboards are reviewed by the C.R.T.C. and subject to its guidelines.

COMMUNICATION OF SOCIAL CONCEPTS

While this subject has a very broad scope, there are two issues that appear repetitively :

1) Social Acceptance

- A frequent criticism is that product advertising often implies that the non-use of a given product renders people less acceptable to others.

2) Stereotyping

- The use of characterizations in television advertising has led to charges that this is demeaning or stereotyping certain groups in our society.

NATIONALISM/REGIONALISM

Paralleling the growing concern about our national identity throughout the 1970's, one finds a greater recognition that Canada is promulgating the U.S. image through their advertising. A similar concern about the use of dubbed advertisements produced in English-Canada on French language television, however, has an even longer history.

TECHNICAL ISSUES

Perhaps the most vocal issue concerning advertising on television concerns complaints about the frequency and quantity of commercials. More specifically, the issues surrounding these complaints include :

- The timing and frequency of program interruption.
- The length of each commercial and the clustering of a number of unrelated ads together during one commercial break.
- The repetition of the same commercial.
- Showing ads for competing or unrelated products in a sequence during a commercial break.
- The sound level which may seem louder or an announcer who sounds excited.

APPENDIX III DEMOGRAPHIC CHARACTERISTICS OF THE GROUPS

A total of thirty group discussions were undertaken in the Qualitative Input Stage of the study.

Two of these were special interest groups. Each was composed of nine individuals including members of Canadian advertising associations, representatives from the Consumers Association of Canada, and advertising executives from manufacturing companies and advertising agencies. An English speaking group was arranged in Toronto and a French speaking group was arranged in Montreal.

Twenty-eight group discussions were conducted with individuals selected to be representative of Canadians generally. Both French speaking and English speaking Canadians from eighteen locations across seven provinces were included in these discussions. Tables 1, 2 and 3 summarize the basic demographics of the groups while Table 4 provides more detailed information about each group.

Four different moderators were used to conduct these groups. It was anticipated that this would both provide a variety of moderator styles and a broader range of interpretation since each moderator is not always free of his or her own preconceptions on the subject matter.

TABLE 1 NUMBER OF GROUPS BY TYPE AND LOCATION

	<u>Total</u>	<u>English Canada</u>	<u>Province of Quebec*</u>
Adult Males	10	4	6
Adult Females	11	6	5
Mixed Groups	4	2	2
Children & Adolescents	3	1	2
Total	28	13	15

* Group discussions in the province of Quebec were conducted with both English and French-speaking participants.

TABLE 4 LOCATION AND COMPOSITION OF GROUPS

Group #	1	2
Location	Toronto, Ont.	Toronto, Ont.
Date	April 2, 1975	April 3, 1975
Sex	Male and Female	Male
Age	Not specified	17-21
With Children	Under 12 years	Not specified
Income	\$10-15m	\$10-15m (Family)
Viewing Habits	Medium to Heavy	Medium to Heavy
Number in Group	6	12

Group #	3*	4
Location	Toronto, Ont.	Sudbury, Ont.
Date	April 24, 1975	April 21, 1975
Sex	Male and Female	Female
Age	Not specified	17-21
With Children	Not specified	Not specified
Income	\$8-15m	\$9-15m (Family)
Viewing Habits	Any Level	Medium to Heavy
Number in Group	8	12

Group #	5	6
Location	St. Catharines, Ont.	Orillia, Ont.
Date	April 17, 1975	April 10, 1975
Sex	Male & Female	Female
Age	12-14	Over 60
With Children	-	Not specified
Income	Below \$8m	Retired
Viewing habits	Medium to Heavy	Any Level
Number in group	11	10

*Special group composed of men and women who came to Canada from Italy after reaching age of 25 and who now speak English.

Group #	7	8
Location	Vancouver, B.C.	Penticton, B.C.
Date	April 14	April 15
Sex	Married Female	Single Male
Age	24-35	24-35
With Children	No children	-
Income	\$10-15m	\$9-12M
Viewing Habits	Any Level	Any Level
Number in group	12	7
Group #	9	10
Location	Saskatoon, Sask.	Lethbridge, Alta.
Date	April 16, 1975	April 14, 1975
Sex	Female	Female
Age	Not specified	Not specified
With Children	12-19 yrs.	Under 12 yrs.
Income	\$14m+	\$6-10m
Viewing Habits	Medium to Heavy	Medium to Heavy
Number in Group	10	11
Group #	11	12
Location	Winnipeg, Man.	St. John, Nfld.
Date	April 17, 1975	April 22, 1975
Sex	Male	Female
Age	Not specified	Not specified
With Children	Under 12 yrs.	12-19 yrs.
Income	Under \$10m	\$6-10m
Viewing Habits	Medium to Heavy	Medium to Heavy
Number in Group	12	
Group#	13	14
Location	Bridgewater, N.S.	Montreal, Que.
Date	April 23, 1975	April 3, 1975
Sex	Male	Male/Female
Age	Not specified	30-45
With Children	Under 12 yrs.	With Children
Income	Under \$8m	\$8-10m
Viewing Habits	Any Level	Medium to Heavy
Number in Group	4	7
Language	English	French

Group #	15	16
Location	Montreal, Que.	Montreal
Date	April 30, 1975	May 1, 1975
Sex	Female	Male
Age	30-45 yrs.	30-45 yrs.
With Children	With Children	Not specified
Income	\$8-12m	\$12-17m
Viewing Habits	Medium to Heavy	Light to Medium
Number in Group	12	11
Language	French	French

Group #	17	18
Location	Montreal, Que.	Montreal, Que.
Date	April 8, 1975	April 7, 1975
Sex	Male	Male/Female
Age	30-45	(Student at CEGEP or University)
With Children	With Children	
Income	12-17m	
Viewing Habits	Light to Medium	
Number in Group	9	8
Language	English	50% English/50% French

Group #	19*	20
Location	Montreal, Que.	Quebec City, Que.
Date	April 22, 1975	April 15, 1975
Sex	Female	Female
Age	30-45 yrs.	20-35 yrs.
With Children	With Children	With Children
Income	Under \$8m	\$10m
Viewing Habits	Any Level	Medium to Heavy
Number in Group	10	10
Language	French	French

*Special group composed of women who came to Canada from Italy after reaching the age of 25 and who now speak French.

Group #	21	22
Location	Quebec City, Que.	Rimouski, Que.
Date	April 16, 1975	April 18, 1975
Sex	Male	Male
Age	30-45	45-60
With Children	With Children	Not specified
Income	\$8-12m	\$8-14m
Viewing Habits	Medium to Heavy	Medium to Heavy
Number in Group	10	9
Language	French	French

Group #	23	24
Location	Sherbrooke	St. Marie de Beauce, Que.
Date	April 23, 1975	April 29, 1975
Sex	Male	Female
Age	18-25	45+
With Children	No Children	With children
Income	\$8-12m	Under \$8m
Viewing Habits	Medium to Heavy	Any Level
Number in Group	7	11
Language	French	French

Group #	25	26
Location	Alma, Que.	Trois-Rivières, Que.
Date	April 25, 1975	April 10, 1975
Sex	Male	Female
Age	30-45	30-45
With Children	With Children	With Children
Income	Under \$8m	Under \$10m
Viewing Habits	Heavy	Medium to Heavy
Number in Group	11	11
Language	French	French

Group #	27	28
Location	Montreal	Montreal
Date	April	April
Sex	Male & Female	Male & Female
Age	10-12 yrs.	14-17 yrs.
With Children	-	-
Income	Not specified	\$8-14m
Viewing Habits	Any Level	Any Level
Number in Group	10	10
Language	French	French

APPENDIX IV GROUP DISCUSSION OUTLINE

Based on findings from the Orientation Stage (presented in Appendix II), the following discussion outline was prepared for use by group moderators.

OVERALL CONSIDERATIONS

- 1) For each group the topic of television will be introduced and a general discussion on television as a whole be undertaken. Strategies of introduction are left to the moderator depending on the characteristics of the group (e.g. whether they are heavy or light viewers).
- 2) A main core of themes and issues should be dealt with in all groups.
- 3) Other issues of concern to specific groups could be introduced by the moderator if these questions do not come up naturally.
- 4) Certain concepts relating to various alternatives to TV advertising (as it is now known) could be introduced by the moderator if the group has not expressed itself on these alternatives.

CORE ISSUES FOR ALL GROUPS

- 1) The function of television advertising.
What purpose does it serve; what purpose should it serve; can Canadians differentiate between different kinds of advertising; what kind of advertising do people prefer (image/symbol vs. informative); who benefits from advertising; who should benefit from it; who should control advertising; who should enforce codes?
- 2) The quality of television advertising.
Irritation due to clutter, interruptions, and frequency of commercials. Specific commercials and specific advertised products. What alternatives do people see?

- 3) Specific products which are advertised on television.
Comments on products which should not be advertised or advertised in specific ways (liquor, personal hygiene products, etc.).
- 4) The influence of television advertising.
Influence of publicity on consumer behaviour (expectation and non-realization); creation of needs; a vehicle to transmit ideology of abundance and waste; manipulation; use of individuals with credibility in one area to sell products in other areas.
- 5) The cultural impact of television advertising.
Imported commercials, their influence in transmitting U.S. values, necessity of having Quebec commercials vs. "adapted" commercials.

CORE ISSUES FOR SPECIFIC GROUPS

- 1) Children as a target for television advertising (with groups of young parents and groups of women).
- 2) Image of women in television advertising (with groups of women).
- 3) Corporate advertising on television (with higher income groups).
- 4) Credit advertising on television (with lower income groups).

CONCEPTS

Any of the following concepts which can be introduced to the discussion should also be covered.

- 1) Placement of all commercials in one block within an hour.
- 2) One block of commercials per day.
- 3) Removal of all commercials from television.
- 4) Removal of all commercials directed at children.
- 5) No commercials allowed in certain programming.

- 6) The limitation of one commercial per brand over a specified time period (e.g. 1 commercial per brand per month or 12 per year).
- 7) A reduction in the total number of commercials allowed per day.
- 8) Removal of all non-Canadian commercials from television.
- 9) The banning of all commercials on certain days of the week or year.

APPENDIX V QUALITATIVE INPUT STAGE FINDINGS

The Qualitative Input Stage identified component issues which, for ease of presentation, have been summarized within the following topology.

TELEVISION AS A MEDIUM

It appears that group participants find it difficult to draw a clear separation between the advertising per se and the medium within which it is presented. One might hypothesize that television is such a characteristic cultural phenomenon of our society that it simply reflects and projects the values and mores of our society. On the other hand, the criticisms voiced about television make one question such an assumption and at least demonstrate the non-universality of this hypothesis.

Notwithstanding any philosophical arguments about television's role and impact in society, it appears to be the most important single element in most people's leisure time. As such, it further appears to be a passive activity in that one's direct control over it is simply a matter of turning it on or off, or changing the channel. Furthermore, both the programs and the commercial messages are so integrated into one continuous flow that the viewer appears to be involuntarily exposed to the latter when actually only seeking the former.

In any case, one might conclude that any study on television advertising cannot divorce itself from the consideration of people's viewing habits and attitudes towards television as a whole.

The following specific points are noted in this regard.

1) Television Viewing

Group participants appear to regard television in substantially different ways. The types of personal attitudes expressed ranged all the way from a seemingly total acceptance of television without much discrimination in the nature of what was shown at any time, to an almost totally critical view of the entire medium. Between these two extremes, opinion differentially characterized television as being:

- . a necessary vehicle for home entertainment
- . a useful source of information
- . a way of relieving suburban isolation
- . a cause of conflict in the home
- . a way of avoiding family arguments
- . a carrier of outside communication into the home.

Many of the housewives who participated in the groups said that they left their televisions on throughout the day. In most cases, they said that they do not necessarily watch it during that time, but turn to it from time to time as different shows are in progress. Some women with young children in the home also used the television as a 'baby-sitter' to keep their children occupied. For some housewives television seemed much like a work companion throughout the day. However, some of these women 'confessed' that they faithfully watched the daytime soap operas on television. The rapt attention given to these shows leads one to hypothesize that television plays an important role in serving the imaginations and daydreams of its viewers. Men's television viewing habits appear to be considerably different from those of women. Television did not play the role of a daily presence in the home for men so much as it was used as a means of relaxation and entertainment after work. Some group participants indicated that they watched television almost continuously during the evening from the time that they first came home from work until they went to bed. A number of men also said that they read the newspaper or fall asleep in front of the television. In many families, television is the major evening activity for all family members. One might conclude that television serves two completely different needs : one to be informed, and the other to be entertained.

Group participants were much more critical of educational information programs than of entertainment shows. One might conclude that differential standards are applied to each of these two program types. One

might also hypothesize that a parallel kind of double standard exists between advertising and programs. Group participants criticized the perceived manipulation that is associated with advertising, and yet accepted the emotional manipulation present in programs such as soap operas.

2) The Role of Television in the Family

The finding that many families gathered around the television set during the hours of relaxation at home can lead one to hypothesize that the family television of today simply serves the same function as the hearth of centuries past. However, one might consider that the tendency towards getting multiple television sets in a home seems to argue against this. This is especially so for those women who described the daily squabble that goes on in their homes over watching television during meal times.

3) The Influence of Television on Children

Almost unanimously, parents said their children watch too much television and become overly absorbed in the programs they are watching. Some parents also believe that television is making their children passive and lethargic. In many of the group discussions, criticism was voiced about the quantity of violence in television programs. Some participants were concerned that children imitate the characters they see on television. Similar concerns were voiced about sex and abusive language in television programs. Other parents, mainly in those discussions conducted in large urban areas, revealed a more liberal attitude towards their children's viewing of such things.

In a discussion conducted with people in their early teens, group participants indicated that they were unaware of parental fears of exposing children to violence, sex, or bad language on television. One might conclude that these young people appear to be perfectly at ease with, and are able to discount, much of the material that older people consider 'objectionable' on television.

THE ROLE OF ADVERTISING ON TELEVISION

1) The Economic Role

Group participants appear to hold similar attitudes regarding the role of advertising in our economy. They believed that advertising is a necessary part of our economy, essential for the survival of free enterprise and competition. With regard to advertising on television, most groups believed that advertising is essential for the financial survival of television as we know it today.

Regardless of their views concerning the content or style of the advertisements seen on television, group participants understood the financial relationship between advertising and programming on commercial (privately-owned) television. As well, they understood that publicly-owned television networks and stations (such as C.B.C., Radio Canada, and O.E.C.A.) are either partly or wholly supported out of general tax revenues. However, a few group participants indicated that publicly supported television stations do not necessarily have fewer program interruptions since they transmit more station breaks and public service messages. Group participants also perceived quality differences between programs aired on commercial stations and those aired on public stations, with the latter being considered less popular. They felt that because of funding arrangements, commercial television offers greater professionalism in the technical production of programs and greater access to popular programs than is available on publicly owned stations.

Since the group participants generally seem to believe that advertising is an economic mechanism necessary to the financial survival of privately-owned television, one might also expect them to hold certain opinions about who benefits from this arrangement. In this respect, however, their attitudes were more divergent. At the most obvious level, they regarded the primary beneficiaries of television advertising to be the sponsors of the commercials, followed by the television stations and advertising agencies, while the consumers are the ones who eventually foot the bill by being persuaded to purchase the advertised products and services. At the

same time, many of them indicated that good programming requires considerable funding and, since advertising provides this necessary financial support, then it is the television viewers who are the primary beneficiaries of the improved programming that results. Group participants recognized that from the point of view of the advertiser, the purpose of advertising is to sell products and services and that, because of their motivations, advertisers and their agencies may be expected to take any means to achieve that end.

One might hypothesize that paradoxical attitudes are held towards the economic role of advertising on television. On the one hand, group participants clearly believe that advertising is necessary to the financial survival of private television. On the other hand, they generally recognize the inherent conflict of interest between viewers who want to see only the programs presented on commercial television and advertisers who pay for the presentation of those programs. The finding that group participants more often tend to watch programs aired on commercial television further leads one to hypothesize that any objections they may have to being exposed to commercial advertising is considerably less than their preference for the kinds of programs presented by commercial television stations. One might also hypothesize that television viewers have learned how to interpret televised commercials by recognizing and discounting the puffery, exaggeration, and embellishment that advertisers indulge in. Similarly, one might hypothesize that the exaggeration people see in television commercials is simply a reflection of normal human traits, or is at least a phenomenon which people have become conditioned to accept. An entirely different hypothesis to be made, however, is that people may simply be acting in a fiscally rational manner with commercial television being regarded as the most accessible and least expensive form of entertainment available on a regular basis.

2) The Informative/Innovative Role

Most group participants thought that, in addition to providing financial support for television programming, one of the more positive functions of television advertising was the distribution of information about new products.

Many of the groups interviewed, however, seemed cognizant of the fact that 'novelty' is often used as an element of advertising strategy. Disbelieving attitudes were often expressed towards the minor innovative presentations used in advertising for products such as detergents, deodorants and beer.

With regard to the information presented in most product advertising, the general attitude among group participants was one of skepticism. Virtually none of the group participants had any difficulty in naming several examples of advertising which they considered to be false or misleading. An interesting attitude voiced by only a few people was that "good" products don't need to be advertised because people hear about them through word-of-mouth. Advertising sponsored by government departments or agencies faced no such skepticism since it was generally thought to be in the public interest.

This dichotomization between product advertisements, which people say they distrust, and public service advertisements, which people regard as being informative, becomes confused when considering corporate or institutional advertising. The reaction to specific institutional advertisements seemed to be predicated on whether group participants clearly saw that it was associated with a matter of self-interest, or whether they saw it as a public service message.

Comparative product advertising was still a relatively recent phenomenon at the time of these group discussions. However, these advertisements were not considered to have any more credibility than other types of product advertising. If anything, there was a sense of amusement in having competitive advertisers "criticize" each other's products.

3) The Entertainment Role

Since television is the most accessible source of entertainment for the majority of people, and since it appears that the advertising component cannot be easily disassociated from the medium by which it is transmitted, it follows that, conceptually, advertising may be viewed as a component part of television entertainment.

One indication that people expect television to entertain without interruption is given by group participants who, when confronted with the possibility that advertising could be replaced by blank periods on the screen, opposed this possibility emphatically. In fact, some evidence was found suggesting that certain commercials are more entertaining than certain programs.

4) The Ideological Role of Advertising

The ideology transmitted by advertising relates to the communication of certain ideas, symbols and values to the audience.

Group participants voiced criticism about the tactic of associating the use of a product with a certain life style or state of social and personal well-being. The advertisements which aroused the most criticism in this respect were related to hygienic products (social acceptance/rejection), and beer commercials (life style). On the other hand, beer commercials were also considered to be one of the best examples of advertising which is both entertaining and aesthetically pleasing.

Many female group participants criticized the image of women projected in advertising. In most instances they objected to the stereotype of the 'dumb-bunny housewife', the woman who has no interest apart from washing laundry or shining floors. Detergent and household cleanser advertisements were most often cited as being commercials which make women look ridiculous. Another criticism was that women are used as objects to sell all sorts of products, from perfumes to automobiles. It was granted

that perfume may be associated with females, but putting a woman on the roof of a car, in order to sell it, seemed to be going too far. Yet another kind of criticism was directed at advertisements for feminine deodorants. It was suggested that advertisers have created a false need among women for these products.

The use of celebrities or well-known personalities in television advertising was also the subject of some critical comment in the group discussions. And yet, in other respects, some people observed that advertising creates its own stars, and the example mentioned most often was the Carlsburg commercials. However, group participants vehemently criticized those advertisements which supposedly use ordinary people off the street. They would like advertisements to be done by professionals using carefully worded language rather than by amateurs whose work seems to ridicule the average person.

The influence of advertising on children appeared to be an issue of some concern to parents. Their concern was directed at the 'insidious influence' of television advertising which they believe manipulates the desires of children, thereby creating demands which parents feel socially pressured to meet. The advertising industry was criticized for confounding parental attempts to teach children to control their desires, and for stimulating new demands that result in considerable pressures upon parents to buy new toys or foods such as sweetened cereals.

Advertisements for toys during the Christmas season, as well as those for sweetened cereals, were also the examples cited most often by group participants of advertisements in which content and repetition influence children. Some of these advertisements were considered to exert pressure on parents to purchase products of which they disapprove, or which they believe are misrepresented in television advertisements.

The majority of group participants were very much in favour of abolishing all advertising for children, or at least severely regulating it so as to exercise control to ensure the truthfulness of such advertisements. Others would not necessarily want these advertisements to be prohibited completely, but wished more emphasis to be placed on educational toys.

The group sessions conducted with children from ten to seventeen years of age, lead one to hypothesize that children of this age do not believe everything that they are told in advertisements and that, in fact, they understand that such advertising employs puffery or exaggeration. It may be further hypothesized that parental fears do not take into account how early young people today become attuned to advertising strategy.

THE PRESENTATION OF ADVERTISING ON TELEVISION

The comments about television advertising in most groups pertained mainly to the excessive quantity of advertisements, the frequency of interruptions during movies and other programs, and the repetition of the same advertisement during a given program. However, commercial breaks were also considered to permit people to accommodate certain kinds of activities that would otherwise not be possible without missing a part of the program. Most group participants indicated that during commercial breaks they get snacks or refreshments, go to the toilet, or finish some household tasks.

One might hypothesize that for some viewers, their leisure time is so structured around television that they see commercials as being indispensable in order to get certain things done. Group participants repeatedly said that they need these interruptions even though they criticized their frequency. Moreover, they could not envisage the possibility of having interruptions consisting of blank periods on the screen because, whether viewed as interruptions or as entertainment, these breaks appear to be accepted as an integral part of 'the medium'.

One might also hypothesize that complaints about too much advertising on television may be a function of the total number of separate commercials, the number of commercials shown together, the frequency of program interruptions, and the timing of commercial interruptions, as well as the actual amount of time allocated to commercials. Group participants suggested that their tolerance level for commercial interruption is particularly upset if the break comes during some critical part of a movie or in the middle of some action in a sports program. A similar intolerance was said to result from seeing the same commercial repeated several times during the course of a program. Group participants also indicated that they would prefer advertisements to be regrouped at the beginning and the end of programs.

The fact that the viewer has little control over the timing element of commercials, and the finding that interruptions at undesirable times are particularly annoying, leads one to hypothesize that it is the program interruption rather than the actual commercial which produces the greatest irritation. Group participants also indicated that the disjointed presentation of a series of seemingly incoherent commercials annoyed them. Another aspect of television advertising which annoyed group participants was that the sound level is sometimes increased during commercials. This problem was considered to be particularly acute when it occurs late in the evening when the volume difference may be more noticeable.

SOME COMMERCIALS WHICH ARE PARTICULARLY WELL-LIKED

Group participants were able to loosely divide commercials which they thought were 'good' into three categories:

- . pure entertainment
- . informative while being entertaining
- . purely informative

Into the first category fall Coca-Cola, Molsons, McDonalds, Pepsi, and 7-Up, and these are advertisements of which people don't seem to tire. Examples of the second category are the commercials for Volkswagen, Wonder Bra, and Smarties. Examples of the third category include Xerox and MacMillan Bloedel advertisements, as well as those for Kraft, which present recipes during or at the end of the commercial.

Both teenage and adult group participants praised commercials which use talking animals such as "Morris the Cat", even though they had also requested that there be more realism in commercials.

SOME COMMERCIALS THAT ARE NOT LIKED

Commercials for household cleaning aids, such as detergents and polishes, received the highest number of adverse comments from group participants. Toothpaste advertisements were disliked almost as strongly. The reasons for these adverse comments differ, however. In the first case, female group participants indicated that they resented being treated as if they are lacking in brains or judgement. The toothpaste commercials, on the other hand, were resented for constantly implying that use of the product will increase one's sex appeal.

Some of the product categories that people in the group thought should have their advertising either regulated or abolished included :

- . proprietary medications, such as headache remedies, antacids, etc.
- . products that might be a health hazard
- . credit card companies and finance companies
- . some of the more personal feminine products

It should be pointed out, however, that any discussion to limit, prohibit, or regulate advertising for any of these product categories was not unanimous.

NATIONALISM AND REGIONALISM

The problem of a separate cultural identity vis-à-vis the United States was more strongly stated by English speaking group participants than by French speaking group participants from Quebec. For this latter group it appears that language and cultural tradition has provided some sense of identity. A few group participants were particularly sensitive to the problem of American influence in the media and their discussion quickly degenerated into a criticism of Canada's economic dependence on the United States. However, all group participants did not hold such strong nationalist sentiments. One might hypothesize that the strength of this issue may be primarily based on the strong sentiment and vocalism of a few individuals.

Among Quebec group participants, the question of Canadian/American/Quebec content in advertising is seen somewhat differently. No particular distinction was drawn between American and Canadian advertising. Rather, a contrast was made between Quebec advertising on the one hand, and American/Canadian advertising on the other. However, there was no strong desire to ban all 'foreign' commercials from French-language television, only to have more emphasis placed on locally made commercials. Many of these people also criticized the fact that much French-language advertising is simply translated or, even worse, dubbed from the English production.

THE QUESTION OF REGULATION

The question of regulation may be dealt with on two levels :

- . What is to be regulated, or the criteria of advertising regulations, and
- . Who is to regulate or control televised advertising.

Both these aspects were raised in the group sessions.

Group participants expressed a feeling of powerlessness in regard to the question : "What kinds of controls should there be?" or "What constitutes the fundamental problem of advertising?" They seemed somewhat overwhelmed by the magnitude of the problem and by the capacity to bring about solutions, bearing in mind the economic constraints which they perceived to be involved in television.

However, most group participants indicated that the criterion of truth constituted the main problem which should be regulated in advertising.

The majority of groups wanted to see misleading advertisements abolished, as well as advertisements which misrepresent products, advertisements which hold certain groups (especially women) up to ridicule, and advertisements which are aimed at children. Moreover, there was a desire to see the encouragement of certain programs and advertisements which are informative and helpful to consumers.

A second important aspect which group participants would like to be better regulated, relates to the quantity of commercials, the frequency of commercial breaks, and the clutter of advertisements. In general, they seemed to favour regulations which would considerably modify the quantity of commercials and the way they are distributed throughout programs. They wanted to see more sponsorship, by a single company, of programs in which there would be no interruptions.

The group discussions also indicated that most of these participants were unaware of the institutions charged with regulating and providing guidelines to the mass media. Members of only a tiny minority of groups were familiar with the C.R.T.C. and mentioned its name as the controlling body. Among this minority, some suggested that the C.R.T.C. should better publicize its functions and let people know of its existence.

APPENDIX VI

ENGLISH VERSION QUESTIONNAIRE

A reduced copy of the English version questionnaire is presented in this appendix.

PUBLIC ATTITUDE SURVEY #3461

MARKET FACTS OF CANADA LTD.

Cd.1

RESP. #

2	3	4	5	

 NAME OF RESPONDENT: Mr. ☐
 Mrs. ☐
 Miss ☐

MAP # _____

ADDRESS: _____

CITY/TOWN/VILLAGE: _____ PROVINCE: _____

TELEPHONE NUMBER: _____ TIME STARTED: _____

DATE: _____ TIME FINISHED: _____

Good _____, I am Mr./Mrs./Miss _____ of Market Facts of Canada Limited. We are conducting a public opinion survey and I would like you to help us. To help me select who in your household should be interviewed, please tell me the first names and ages of all the people living in your household 15 years of age or over, starting with the youngest.

<u>FIRST NAME</u>	<u>AGE</u>	RESPONDENT SELECTION NUMBER FOR THIS INTERVIEW IS: _____
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	

IF SELECTED RESPONDENT IS NOT AT HOME, MAKE AN APPOINTMENT FOR THE CALL-BACK.

APPOINTMENT DATE: _____ INTERVIEW COMPLETED AT: 1st Attempt ☐ 1-23TIME: _____ 2nd Attempt ☐ 23rd Attempt ☐ 3

"I hereby certify that this interview was conducted according to the questionnaire and instructions for this study and that the answers recorded are as given to me by this respondent.

I also realize that a proportion of my work will be checked back with the respondent for verification."

 (Interviewer's Signature)

SECTION I

RE-INTRODUCE YOURSELF, IF NECESSARY

HAND CARD "A" TO RESPONDENT

1. Which of the things listed on the card do you do most often when you
(READ LIST AND ROTATE ORDER OF READING)

ROTATION ORDER	Watch T.V.	Listen to the Radio	Go to a Movie	Look at a News- paper or a Magazine	Read	Talk on Tele- phone	Other	
[] Relax -----	1	2	3	4	5	6	-----	24-
[] Want to be entertained -----	1	2	3	4	5	6	-----	25-
[] Have nothing else to do -----	1	2	3	4	5	6	-----	26-
[] Want to be informed about what is happening in the world -----	1	2	3	4	5	6	-----	27-

TAKE BACK CARD "A"

2. On how many days out of the past 7, if any, have you read or looked at a newspaper?
(CIRCLE APPROPRIATE NUMBER)

0 1 2 3 4 5 6 7
(None)

28-

3. How many different magazines, not including different issues of the same magazine, have you read in the past four weeks, if any? If, for example, you have read more than one issue of the same magazine in the past 4 weeks, you would only count that once. (CIRCLE APPROPRIATE NUMBER)

0 1 2 3 4 5 6 7 8 9 10 or more
(None)

29-

4. How many books, if any, have you read in the past six months? (CIRCLE APPROPRIATE NUMBER)

0 1 2 3 4 5 6 7 8 9 10 or more
(None)

30-

5. How many times, if any, have you gone out to see a movie in the past six months?
(CIRCLE APPROPRIATE NUMBER)

0 1 2 3 4 5 6 7 8 9 10 or more
(None)

31-

6. On an average day, about how many hours do you spend listening to the radio?
(DO NOT READ LIST)

None/don't have radio ----- 1-32
15 minutes or less ----- 2
Over 15 minutes to half an hour -- 3
Over half an hour to 1 hour ----- 4
Over 1 hour to 2 hours ----- 5
Over 2 hours to 5 hours ----- 6
Over 5 hours ----- 7

Cd.1

7a) Do you have a television set in your household?

YES ----- 1

NO ----- 2 → SKIP TO SECTION 2

33-

7b) In the past 7 days, on how many days, if any, did you watch any television?

0 1 2 3 4 5 6 7
(None)

31-

8a) About how many hours do you watch television on an average weekend, that is, both Saturday and Sunday combined? (DO NOT READ LIST)

None ----- 1 -35 → SKIP TO Q. 9a)
 Less than one hour --- 2
 1 - 2 hours ----- 3
 3 - 4 hours ----- 4
 5 - 6 hours ----- 5
 7 - 8 hours ----- 6
 9 - 12 hours ----- 7
 13 - 16 hours ----- 8
 17 - 20 hours ----- 9
 More than 20 hours --- 0

8b) And would you say that on weekends you watch television
 (READ LIST. ACCEPT ONE ANSWER ONLY)

Only during the day ----- 1 -36
 Mainly during the day ----- 2
 About equally during the day and
 during the evening ----- 3
 Mainly during the evening ----- 4
 OR, Only during the evening ----- 5

9a) On an average weekday, that is, between Monday and Friday, about how many hours do you, yourself, watch television? (DO NOT READ LIST)

None ----- 1 -37 → SKIP TO Q. 10a)
 Less than one hour --- 2
 1 - 2 hours ----- 3
 3 - 4 hours ----- 4
 5 - 6 hours ----- 5
 7 - 8 hours ----- 6
 9 - 12 hours ----- 7
 More than 12 hours --- 8

9b) And would you say that on weekdays, Monday to Friday, you watch television ...
 (READ LIST. ACCEPT ONE ANSWER ONLY)

Only during the day ----- 1 -38
 Mainly during the day ----- 2
 About equally during the day and
 during the evening ----- 3
 Mainly during the evening ----- 4
 OR, Only during the evening ----- 5

Col. 1

- 10a) If you could pick only 3 television programs as your favourites, which ones would you pick?

Q. 10a)

FAVOURITE TELEVISION PROGRAMS

Q. 10b)

TYPE OF SHOW

1st program mentioned: _____

39-
40-
41-

43	43

2nd program mentioned: _____

42-
43-
44-

50	51

3rd program mentioned: _____

45-
46-
47-

52	53

FOR EACH PROGRAM ASK:

- 10b) And what type of program is _____?
(ACCEPT ONE ANSWER ONLY)

FROM BOX BELOW SELECT THE CODE NUMBER FOR TYPE OF PROGRAM
MENTIONED AND RECORD CODE NUMBER ABOVE _____

TYPE OF SHOW

Public Affairs Program ----- 01
Comedy Show ----- 02
Musical Variety Program ----- 03
Serial/Soap Opera ----- 04
Police/Detective Show ----- 05
Quiz and Audience
Participation Show ----- 06
Western ----- 07
News ----- 08
Movie ----- 09
Documentary ----- 10
Talk Show ----- 11
Sports Program ----- 12
Drama or Play ----- 13
Suspense or Mystery Program - 14
Doctor/Hospital Show ----- 15
Consumer Program ----- 16
Children's Program/Cartoon -- 17
Science Fiction Show ----- 18
Other ----- 19

Cd1

HAND CARD "B" TO RESPONDENT

10c) Which of the types of television programs listed on this card have you, yourself, watched during the past four weeks? Have you watched any . . . (READ LIST AND CIRCLE APPROPRIATE CODE FOR EACH)

	Yes	No
Public Affairs programs -----	1-54	A
Comedy shows -----	2	A
Musical variety programs -----	3	A
Serials/soap operas -----	4	A
Police/detective shows -----	5	A
Quiz and audience participation shows -----	6	A
Westerns -----	7	A
News -----	8	A
Movies -----	9	A
Documentaries -----	0	A
Talk shows -----	X	A
Sports programs -----	V	A
Drama or plays -----	1-55	A
Suspense or mystery programs -----	2	A
Doctor/hospital shows -----	3	A
Consumer programs -----	4	A
Children's programs/cartoons -----	5	A
Science fiction shows -----	6	A

TAKE BACK CARD "B"

11. How many television sets that are in working order do you have in your household? (DO NOT READ LIST)

One -----	1-56	→ ASK Q. 12a
Two -----	2	→ SKIP TO Q. 13a
Three -----	3	
Four or more -----	4	

12a) Is it a black and white or a colour television set?

Black and white -----	1-57
Colour -----	2

12b) And where is the television set located in your home? (DO NOT READ)

Living room -----	1-58	→ SKIP TO Q. 14a
Den/recreation room -----	2	
Master bedroom -----	3	
Other bedroom -----	4	
Kitchen -----	5	
Other (SPECIFY) _____		

IF MORE THAN ONE TELEVISION SET IN HOME, ASK:

cd.1

- 13a) Are they all (both) black and white, all (both) colour, or do you have some (one) of each?

All (both) black and white ----- 1-59
 All (both) colour ----- 2
 Some (one) black and white and
 some (one) colour ----- 3

- 13b) And where are the television sets located in your home? (DO NOT READ LIST)

Living room ----- 1-60
 Den/recreation room ----- 2
 Master bedroom ----- 3
 Other bedroom ----- 4
 Kitchen ----- 5
 Other (SPECIFY) _____

- 14a) Is (are) your television set(s) connected to an . . . (READ LIST)

Outdoor antenna ----- 1-61
 Indoor antenna ----- 2 → SKIP TO Q. 15
 Cable company service ----- 3 → ASK Q. 14b

Or what?

Other (SPECIFY) _____
 Nothing ----- 0

- 14b) Do you have a special converter hooked up to your television set that allows you to get more channels than you would have without it?

YES ----- 1 NO ----- 2

15. About how many minutes of each hour of television are taken up with commercials? (RECORD "06" for six and "15" for fifteen, etc.)

63	64
----	----

- 16a) Have you yourself, ever complained to anyone at all about something you saw on T.V., or not?

YES ----- 1 NO ----- 2 → SKIP TO Q. 17

- 16b) To whom did you make a complaint? (DO NOT READ LIST)

Q. 16b)

Q. 17

The television station -----	1-66	1-69
The advertiser -----	2	2
CRTC/Canadian Radio and Television Commission	3	3
Government -----	4	4
Family or friends -----	5	5
Ombudsman -----	6	6
Action Line -----	7	7
Consumer show -----	8	8
Newspaper -----	9	9
Box "99" -----	0	0
Other (SPECIFY) -----	-67	-69

ASK EVERYONE:

17. If there was something you say on T.V. that you wanted to complain about, to whom might you complain? (DO NOT READ LIST) (PROBE) Who else? (PROBE) Anyone else?

79-0
 80-1
 80-1

SECTION II

HAND CARD "C" TO RESPONDENT

18. Now I'm going to read you some statements that have been made about TELEVISION. For each statement, please tell me whether you agree completely, agree somewhat, neither agree nor disagree, disagree somewhat, or disagree completely. Please just give me the number beside the phrase that best describes your feelings. (ROTATE ORDER OF READING ITEMS)

CdZ

Rotation Order	Agree Completely	Agree Somewhat	Neither Agree Nor Disagree	Disagree Somewhat	Disagree Completely
[] Television is the cheapest form of entertainment for me -----	5	4	3	2	1 -6
Watching television is a pleasant way for the whole family to spend the evening together at home -----	5	4	3	2	1 -7
Most American programs are better than most Canadian programs -----	5	4	3	2	1 -8
Most people don't know what their children are watching on television	5	4	3	2	1 -9
People should not expect as much from television as they do from entertainment they pay for (e.g. movies, theatres) -----	5	4	3	2	1 -10
[] Watching television is the best way for me to find out what is going on in the world -----	5	4	3	2	1 -11
Television programs that are sponsored by advertising are usually better than those which have no advertising -----	5	4	3	2	1 -12
People no longer talk with each other at home because they spend a lot of time watching television	5	4	3	2	1 -13
Many television programs have too much violence -----	5	4	3	2	1 -14
T.V. stations supported by public tax money do a better job of informing the public than those which have advertising on them ---	5	4	3	2	1 -15
[] The television is a good way to keep children occupied when I have other things to do -----	5	4	3	2	1 -16
Most television shows are boring -	5	4	3	2	1 -17
Watching television is the best way to relax after a hard day -----	5	4	3	2	1 -18
I really get involved with the characters in some television programs -----	5	4	3	2	1 -19
There are too many people who are slaves to the television set -----	5	4	3	2	1 -20
[] It isn't good for children to watch too much television -----	5	4	3	2	1 -21
The television keeps me company when I'm home alone -----	5	4	3	2	1 -22
Television stations that show a lot of commercials have better programs	5	4	3	2	1 -23

TAKE BACK CARD "C"

Cd.2

HAND CARD "D" TO RESPONDENT

19. As I read each of the following statements, please tell me how often, if at all, they apply to you. (READ LIST AND ROTATE ORDER)

<u>Rotation Order</u>		<u>Very Often</u>	<u>Quite Often</u>	<u>Occasion- ally</u>	<u>Very Seldom</u>	<u>Never</u>
[]	I watch television while I am eating meals -----	5	4	3	2	1-24
	I don't know what else to do so I watch television -----	5	4	3	2	1-25
	I do other things at the same time as I watch television ----	5	4	3	2	1-26
	I watch television when friends or guests drop in -----	5	4	3	2	1-27
[]	I feel guilty because I watch television when I should be doing something else -----	5	4	3	2	1-28
	I fall asleep while watching television -----	5	4	3	2	1-29
	I turn off the T.V. whenever I get annoyed with a program --	5	4	3	2	1-30

TAKE BACK CARD "D"

SECTION III

Cd2

HAND CARD "C" TO RESPONDENT

20. Now I would like your opinion about advertising IN GENERAL, that is, including advertising in newspapers, magazines, and on the radio as well as on television. For each statement I read, please tell me which answer on this card best describes your opinion. Again please just give me the number beside the statement. (READ LIST AND ROTATE ORDER OF READING STATEMENTS)

Rotation Order	Neither				
	Agree Completely	Agree Somewhat	Agree Nor Disagree	Disagree Somewhat	Disagree Completely
[] Advertising is necessary to our economy -----	5	4	3	2	1 -31
Advertising makes people spend their money on things they don't really need -----	5	4	3	2	1 -32
You can't believe most of the things they tell you in advertisements -----	5	4	3	2	1 -33
[] Advertising tells us about new products that are out on the market -----	5	4	3	2	1 -34
Children are easily influenced by advertising -----	5	4	3	2	1 -35
Advertising helps to raise our standard of living -----	5	4	3	2	1 -36
[] A lot of things that advertisements tell you are new are just the same old things -----	5	4	3	2	1 -37
I don't believe what they say in advertisements where they compare different brands -----	5	4	3	2	1 -38
I often buy products which I see advertised -----	5	4	3	2	1 -39
[] Advertising makes products more expensive -----	5	4	3	2	1 -40
I enjoy advertisements where one company tells you why its product is better than its competitors' brands -----	5	4	3	2	1 -41
Most advertising is an insult to one's intelligence -----	5	4	3	2	1 -42
[] Advertising of children's products helps me decide what presents to buy them -----	5	4	3	2	1 -43
Good products don't have to be advertised very much -----	5	4	3	2	1 -44
I think most people realize that advertisements only tell you about the things that advertisers want you to hear ---	5	4	3	2	1 -45

LEAVE CARD "C" WITH RESPONDENT

SECTION IV

21. Now I'm going to read you some statements about advertising ON TELEVISION. For each one, please tell me which answer on this card best describes your opinion about the statement. Once again, just give me the number beside the phrase that best describes how you feel. (READ LIST, ROTATING ORDER OF READING STATEMENTS)

Cd.2

Rotation Order	Neither				
	Agree Completely	Agree Somewhat	Agree Nor Disagree	Disagree Somewhat	Disagree Completely
[] Advertising on television is necessary because it pays for the programs we get on T.V. -----	5	4	3	2	1 -46
I would not be upset if there were twice as many commercials on television as there are now -----	5	4	3	2	1 -47
We couldn't get the programs we want on television without advertising -----	5	4	3	2	1 -48
There are far too many commercials on television most of the time --	5	4	3	2	1 -49
I hate seeing the same commercial over and over again -----	5	4	3	2	1 -50
[] I'd rather pay money to watch good programs than have to put up with all the advertising on television	5	4	3	2	1 -51
It is difficult to imagine watching television without any commercial breaks -----	5	4	3	2	1 -52
Advertising is suited to television because both the commercials and the programs have nothing to do with my everyday life -----	5	4	3	2	1 -53
The government should prosecute any advertisers who mislead the public -----	5	4	3	2	1 -54
If the quality was the same, I would prefer to see a Canadian commercial rather than an American commercial -----	5	4	3	2	1 -55
[] Some television commercials are more entertaining than most of the programs I watch -----	5	4	3	2	1 -56
The government or the television stations should check all commercials to make sure that what they are saying is really true -----	5	4	3	2	1 -57
Some commercials are really irritating because they turn up the sound -----	5	4	3	2	1 -58
A comparison of different brands should be allowed in television commercials -----	5	4	3	2	1 -59
There should be no advertising at all on television -----	5	4	3	2	1 -60

Rotation Order		Neither					Disagree Completely
		Agree Completely	Agree Somewhat	Agree Nor Disagree	Disagree Somewhat	Disagree Completely	
[]	I hate it when the announcer in the commercial sounds loud and excited -----	5	4	3	2	1	1-61
	Television programs such as Market Place (Fr. Consommateurs Avertis) tell you the truth about advertised products -----	5	4	3	2	1	1-62
	A lot of television commercials are insulting to men -----	5	4	3	2	1	1-63
	Advertising for other programs is just as annoying as advertising for products -----	5	4	3	2	1	1-64
	Some television advertising on children's programs is really unfair to parents -----	5	4	3	2	1	1-65
[]	Advertisers can say or show almost anything they like on television commercials without having to tell the truth -----	5	4	3	2	1	1-66
	Four commercials in a row are too many -----	5	4	3	2	1	1-67
	It is more important for television commercials to be informative than entertaining -----	5	4	3	2	1	1-68
	I would prefer to see a commercial for Canadian products rather than American products -----	5	4	3	2	1	1-69
	Most commercials for products like household cleaners suggest that housewives have no common sense --	5	4	3	2	1	1-70
[]	I don't like the way some advertisers tell you that you can have the good life if only you would use their product -----	5	4	3	2	1	1-71
	Television commercials rarely tell you anything useful about the product which is being advertised	5	4	3	2	1	1-72
	The commercial breaks make it difficult to follow the program you are watching on T.V. -----	5	4	3	2	1	1-73
	Any advertiser misleading the public should not be allowed to show any commercials for a period of time -----	5	4	3	2	1	1-74
	A lot of television advertisements are insulting to women -----	5	4	3	2	1	1-75

Cd. 2

75-0

80-2

Excluded

2

cd3

Rotation Order	Neither				
	Agree Completely	Agree Somewhat	Agree Nor Disagree	Disagree Somewhat	Disagree Completely
[]	Television stations should not be allowed to show commercials for things like undergarments or personal hygiene products ----				
	5	4	3	2	1-6
	The best commercials are the ones which give you information without any gimmicks -----				
	5	4	3	2	1-7
	Advertisers should not be allowed to use well-known celebrities to sell their products on T.V. -----				
[]	There should be at least one channel on which there is no advertising -----				
	5	4	3	2	1-9
	If television commercials were completely realistic, nobody would want to watch them -----				
	5	4	3	2	1-10
	Any advertiser that misleads the public should be required to go on T.V. again and tell the truth				
[]	It is annoying to see three commercials in each half hour of programming -----				
	5	4	3	2	1-12
	Television commercials don't show people the way they really are -----				
	5	4	3	2	1-13
	Commercials on television interrupt the program at the worst possible time -----				
[]	It is up to the government to ensure that advertisers can prove everything they say in television commercials -----				
	5	4	3	2	1-15
	The best commercials are those which are the most entertaining --				
	5	4	3	2	1-16
	I don't like the way the commercials which are shown together jump around from one thing to another -----				
[]	I find the commercial breaks useful because they allow me to do other things -----				
	5	4	3	2	1-17
	A commercial should be shown in the language of those viewing it - not dubbed or translated -----				
	5	4	3	2	1-19
	Ads put out by the government are more believable -----				
	5	4	3	2	1-20

Cd.3

Rotation Order	Agree		Neither Agree Nor		Disagree		Completely
	Completely	Somewhat	Disagree	Somewhat			
[] Advertisers should have the right to show the public their products in any way they want -----	5	4	3	2	1	-21	
It is annoying when they show as many as five or six commercials all in a row -----	5	4	3	2	1	-22	
I prefer watching programs where commercials are shown only at the beginning and at the end -----	5	4	3	2	1	-23	
I would rather see a small number of longer commercials than a lot of short ones -----	5	4	3	2	1	-24	
Promotions that tell you what programs are going to be on later are just as annoying as the commercials -----	5	4	3	2	1	-25	

TAKE BACK CARD "C"

HAND CARD "D" TO RESPONDENT

22. How often would you say you find yourself doing each of the following things when a commercial comes on the T.V.? (READ LIST, ROTATING ORDER)

<u>Rotation</u> <u>Order</u>	<u>Very</u> <u>Often</u>	<u>Quite</u> <u>Often</u>	<u>Occa-</u> <u>sionally</u>	<u>Very</u> <u>Seldom</u>	<u>Never</u>
[] Leaving the room to get something	5	4	3	2	1 -26
Flipping the dial to see what's on the other channels -----	5	4	3	2	1 -27
[] Getting annoyed -----	5	4	3	2	1 -28
Doing something else until the commercial break is over -----	5	4	3	2	1 -29
[] Watching the commercials -----	5	4	3	2	1 -30
Making a point of seeing a commercial that you like -----	5	4	3	2	1 -31

SECTION V

People have made many different suggestions about how advertising on television could be improved. To learn about your preferences, I would like you to make some choices among different types of situations.

SHOW CARD "E"

On this card, I have taken two aspects of television: (1) the number of hours that programs would be shown on television; and (2) the amount of advertising that would be allowed on television. There are four possible combinations and, in this example, someone has written in the numbers from "1" to "4" to indicate their preferences.

This person has written in a number "1" in the top left-hand box to indicate that they would most prefer to get as many hours of television as at present and have only half as much advertising in each hour. Their second choice, indicated by the number "2", would be to allow as much advertising as we have now during programs but still have as many hours of television as now. Their third choice would be to have half as many hours of television as now and half as much advertising per hour. Finally, their last choice, indicated by the number "4", is to have half as many hours of television and to allow as much advertising as we now have during programs. In filling out this table, this person had to choose between his or her desire for more hours of television and limiting advertising on television.

TAKE BACK CARD "E"
SHOW CARD "F"

On this card is another example, this time comparing: (1) the number of channels that you could watch; and (2) whether advertising would be allowed on television. Here each of these situations has three levels, so there are nine possibilities in total.

Here, this person would most prefer to get 6 channels and have no advertising. Their second choice would be to still get 6 channels and to allow advertising on some programs. Rather than have no restrictions on the amount of advertising, this person would next prefer to get only 4 channels on their T.V. Their last choice, indicated by the number "9" in the lower left-hand box, is to get only 2 channels and have no restrictions on the amount of advertising allowed.

TAKE BACK CARD "F"
HAND BOOKLET TO RESPONDENT

Here is a page for you to fill in. As you can see, there are 9 different situations that I would like you to consider here. (READ ALL 9 SITUATIONS WITH RESPONDENT.) Now, I would like you to put a number "1" in the box that represents what your first choice would be among all the nine different situations shown here. There are no right or wrong answers.

(AFTER RESPONDENT HAS WRITTEN IN THE NUMBER "1" SAY:)

Now, if that possibility was no longer available, which ONE would be your next choice from the 8 situations left? Please put a number "2" in the box that represents your second choice.

And now, if these were all the possibilities left, which ONE would be your next choice? Just write a number "3" in that box.

(CONTINUE IN THIS MANNER UNTIL RESPONDENT HAS FILLED IN EVERY BOX AND THEN GO ON TO NEXT PAGE IN THE RESPONDENT BOOKLET.)

WHEN RESPONDENT HAS FILLED IN THE BOOKLET GO TO THE BASIC DATA SECTION.

BASIC DATA SECTION

Now, I would like to ask you for some information that will help us classify your answers and compare them with others we get in this survey.

A. Are you at present .. (READ LIST)

Married ----- 1-32
 Single ----- 2
 Divorced/widowed/
 separated ----- 3
 Common law ----- 4

B. Including yourself and any infants, how many people are there in total living in your household?

1 2 3 4 5 6 7 8 9 or more
 SKIP TO Q. D (SPECIFY)

C. How many of them are: (READ LIST)

Under 6 years
 Between 6 - 12
 Between 13 - 19
 Between 20 - 24
 25 or over

RECORD NUMBER

34-
 35-
 36-
 37-
 38-

HAND CARD "G" TO RESPONDENT

D. Please look at this card and tell me which category best describes your occupation. Please just tell me the number

1 2 3 4 5 6 7

IF RESPONDENT IS MARRIED, LEAVE CARD "G" WITH RESPONDENT AND ASK:

E. And which group best describes the occupation of your husband/wife. Again, just read me the number.

1 2 3 4 5 6 7

F. In which country did you receive most of your education? (DO NOT READ)

Canada ----- 1-41
 U.S.A. ----- 2
 Britain ----- 3
 Continental Europe
 (e.g. France, Germany)-- 4
 Other (SPECIFY) _____

G. What was the last grade of schooling that you completed? (DO NOT READ)

Public school or less ----- 1-42
 Some high school ----- 2
 Completed high school ----- 3
 Some college/technical/university ----- 4
 Completed college/technical/university-- 5
 Post graduate degree ----- 6

Other (SPECIFY) _____

Q. 3

HAND CARD "H" TO RESPONDENT

H. Now, please look at this card and tell me which category includes the total 1974 annual income, before taxes, of all members of your household? Please just tell me the letter beside the amount.

N	Under \$5,000 -----	1-43
O	\$ 5,000 - \$ 6,999 -----	2
P	\$ 7,000 - \$ 8,999 -----	3
Q	\$10,000 - \$14,999 -----	4
R	\$15,000 - \$19,999 -----	5
S	\$20,000 - \$24,999 -----	6
Z	\$25,000 and over -----	7

<u>INTERVIEWER RECORD:</u>	LANGUAGE OF INTERVIEW:	English	1-44
		French	2
	SEX OF RESPONDENT:	Female	1-45
		Male	2

79-0
80-3
ENDCd3

CA.4

RESPONDENT
BOOKLET

RESPONDENT'S NAME: _____

QUESTIONNAIRE NUMBER: _____
2 3 4 5

Ca.4

8-4

9-3

TELEVISION STATIONS WOULD NOT BE ALLOWED TO SHOW
COMMERCIALS ANY MORE THAN . . .

AND TELEVISION STATIONS WOULD BE ALLOWED TO SHOW NO MORE THAN . . . ↓ 2 Advertisements in each commercial break	Once every half hour	Twice every half hour	Three times every half hour
	Less commercial breaks & 2 ads per break -10	Same number of commercial breaks & 2 ads per break -11	More commercial breaks & 2 ads per break -12
4 Advertisements in each commercial break	Less commercial breaks & 4 ads per break -13	Same number of commercial breaks & 4 ads per break -14	More commercial breaks & 4 ads per break -15
	Less commercial breaks & 6 ads per break -16	Same number of commercial breaks & 6 ads per break -17	More commercial breaks & 6 ads per break -18

CA 4
20-9
21-6

TELEVISION COMMERCIALS WOULD BE . . .

AND TELEVISION COMMERCIALS WOULD BE . . .	Informative more than Entertaining	Entertaining more than informative
<p>↓</p> <p>Not allowed to compare different products</p>	<p>Ads are informative & ads can't compare products</p>	<p>Ads are entertaining & ads can't compare products</p>
<p>Not allowed to associate "the good life" with their product</p>	<p>Ads are informative & ads can't use "the good life"</p>	<p>Ads are entertaining & ads can't use "the good life"</p>
<p>Allowed to advertise their product in any way they want</p>	<p>Ads are informative & all types of ads allowed</p>	<p>Ads are entertaining & all types of ads allowed</p>

22-2981.

Ca. 4
30-8
31-7

THE GOVERNMENT WOULD . . .

<p>AND ADVERTISERS WHO MISLEAD THE PUBLIC WOULD BE . . .</p> <p>↓</p> <p>Forced to pay for new advertisements to correct what they had advertised before</p>	<p>Approve all commercials before they can be shown on television</p> <p>Gov't approves ads before & misleading ads are corrected</p> <p>-37</p>	<p>Make sure that advertisers can prove everything they say in their commercials</p> <p>Gov't checks ads & misleading ads are corrected</p> <p>-33</p>	<p>Only enforce any laws that are broken by advertisers</p> <p>Gov't only enforces laws & misleading ads are corrected</p> <p>-34</p>
<p>Prosecuted and fined by the government</p>	<p>Gov't approves ads before & misleading advertisers are fined</p> <p>-35</p>	<p>Gov't checks ads & misleading advertisers are fined</p> <p>-36</p>	<p>Gov't only enforces laws & misleading advertisers are fined</p> <p>-37</p>
<p>Not allowed to advertise for a period of time</p>	<p>Gov't approves ads before & misleading advertisers are taken off the air</p> <p>-39</p>	<p>Gov't checks ads & misleading advertisers are taken off the air</p> <p>-39</p>	<p>Gov't only enforces laws & misleading advertisers are taken off the air</p> <p>-40</p>


Cd. 4

42-7

43-2

TELEVISION STATIONS WOULD BE ALLOWED TO SHOW

NO MORE THAN . . .

AND THE GOVERNMENT WOULD . . .	Half as much advertising as now	As much advertising as now	Twice as much advertising as now
 Approve all commercials before they can be shown on television	Less ads in total & gov't approves ads before	Same amount of ads in total & gov't approves ads before	More ads in total & gov't approves ads before
	-44	-45	-46
Make sure that advertisers can prove everything they say in their commercials	Less ads in total & gov't checks ads	Same amount of ads in total & gov't checks ads	More ads in total & gov't checks ads
	-47	-48	-49
Only enforce any laws that are broken by advertisers	Less ads in total & gov't only enforces laws	Same amount of ads in total & gov't only enforces laws	More ads in total & gov't only enforces laws
	-50	-51	-52

CD 4
 54-2
 55-5

TELEVISION STATIONS WOULD BE . . .

AND TELEVISION STATIONS WOULD BE ALLOWED TO SHOW NO MORE THAN . . . ↓ Half as much advertising as now	Allowed to have commercials on any programs <u>except</u> children's programs	Not allowed to interrupt certain programs such as movies or public affairs programs	Allowed to have commercials on any programs
	No ads on children's shows & less ads in total -56	No breaks during movies/public affairs & less ads in total -57	Ads during any program & less ads in total -58
As much advertising as now	No ads on children's shows & same amount of ads in total -59	No breaks during movies/public affairs & same amount of ads in total -60	Ads during any program & same amount of ads in total -61
	No ads on children's shows & more ads in total -62	No breaks during movies/public affairs & more ads in total -63	Ads during program & more ads in total -64
Twice as much advertising as now			

Cd. 4

66-6
67-4

TELEVISION STATIONS WOULD BE ALLOWED TO SHOW
NO MORE THAN . . .

ANY TELEVISION COMMERCIALS WOULD BE . . .	2 Advertisements in each commercial break	4 Advertisements in each commercial break	6 Advertisements in each commercial break
<div data-bbox="176 537 202 591" data-label="Image"> </div> <p>Informative more than entertaining</p>	<p>2 Ads per break & ads are informative</p> <p>-68</p>	<p>4 Ads per break & ads are informative</p> <p>-69</p>	<p>6 Ads per break & ads are informative</p> <p>-70</p>
<p>Entertaining more than informative</p>	<p>2 Ads per break & ads are entertaining</p> <p>-71</p>	<p>4 Ads per break & ads are entertaining</p> <p>-72</p>	<p>6 Ads per break & ads are entertaining</p> <p>-73</p>

74-21

Encl.
4

Cd.5
8-0
9-9

TELEVISION COMMERCIALS WOULD BE . . .

AND YOU WOULD BE ABLE TO GET . . .	Not allowed to compare different products	Not allowed to associate "the good life" with their products	Allowed to advertise their products in any way that they want
2 Channels	Ads can't compare products & you get 2 channels in total -10	Ads can't use "the good life" & you get 2 channels in total -11	All types of ads allowed & you get 2 channels in total -12
4 Channels	Ads can't compare products & you get 4 channels in total -13	Ads can't use "the good life" & you get 4 channels in total -14	All types of ads allowed & you get 4 channels in total -15
8 Channels	Ads can't compare products & you get 8 channels in total -16	Ads can't use "the good life" & you get 8 channels in total -17	All types of ads allowed & you get 8 channels in total -18

Ca. 5

20- 5
21- 9

TELEVISION COMMERCIALS WOULD BE . . .

<p>AND TELEVISION STATIONS WOULD BE . . .</p> <p>↓</p>	<p>Not allowed to compare different products</p>	<p>Not allowed to associate "the good life" with their product</p>	<p>Allowed to advertise their product in any way they want</p>
<p>Allowed to have commercials on any programs <u>except</u> children's programs</p>	<p>Ads can't compare products & no ads on children's shows</p> <p>-22</p>	<p>Ads can't use "the good life" & no ads on children's shows</p> <p>-23</p>	<p>All types of ads allowed & no ads on children's shows</p> <p>-24</p>
<p>Not allowed to interrupt certain programs such as movies or public affairs programs</p>	<p>Ads can't compare products & no breaks during movies/ public affairs</p> <p>-25</p>	<p>Ads can't use "the good life" & no breaks during movies/ public affairs</p> <p>-26</p>	<p>All types of ads allowed & no breaks during movies/public affairs</p> <p>-27</p>
<p>Allowed to have commercials on any programs</p>	<p>Ads can't compare products & ads during any program</p> <p>-28</p>	<p>Ads can't use "the good life" & ads during any program</p> <p>-29</p>	<p>All types of ads allowed & ads during any program</p> <p>-30</p>

Cd.5

32 - 3

33 - 5

TELEVISION STATIONS WOULD BE . . .

AND TELEVISION STATIONS WOULD NOT BE ALLOWED TO SHOW COMMERCIALS ANY MORE THAN . . .	Allowed to have commercials on any programs <u>except</u> children's programs	Not allowed to interrupt certain programs such as movies or public affairs programs	Be allowed to have commercials on any programs
<div data-bbox="165 532 191 581" data-label="Image"> </div> Once every half hour	No ads on children's shows & less commercial breaks	No breaks during movies/public affairs & less commercial breaks	Ads during any program & less commercial breaks
	-34	-35	-36
Twice every half hour	No ads on children's shows & same number of commercial breaks	No breaks during movies/public affairs & same number of commercial breaks	Ads during any program & same number of commercial breaks
	-37	-38	-39
Three times every half hour	No ads on children's shows & more commercial breaks	No breaks during movies/public affairs & more commercial breaks	Ads during any program & more commercial breaks
	-40	-41	-42

cd.5

44-1


45-2

TELEVISION STATIONS WOULD BE ALLOWED TO SHOW
NO MORE THAN . . .

<p>AND THE COST OF TELEVISION PROGRAMS WOULD BE PAID FOR . . .</p> <p>↓</p> <p>Entirely by advertisers</p>	Half as much advertising as now	As much advertising as now	Twice as much advertising as now
	<p>Less ads & ads pay for all programs</p> <p>-46</p>	<p>Same amount of ads & ads pay for all programs</p> <p>-47</p>	<p>More ads & ads pay for all programs</p> <p>-48</p>
<p>By advertisers for some programs and by the government for others</p>	<p>Less ads & ads and gov't pay for programs</p> <p>-49</p>	<p>Same amount of ads & ads and gov't pay for programs</p> <p>-50</p>	<p>More ads & ads and gov't pay for programs</p> <p>-51</p>
	<p>Less ads & gov't pays for all programs</p> <p>-52</p>	<p>Same amount of ads & gov't pays for all programs</p> <p>-53</p>	<p>More ads & gov't pays for all programs</p> <p>-54</p>

CA.5
56-3
57-8

ADVERTISERS WHO MISLEAD THE PUBLIC WOULD BE . . .

AND TELEVISION STATIONS WOULD NOT BE ALLOWED TO SHOW COMMERCIALS ANY MORE THAN . . .	Forced to pay for new advertisements to correct what they had advertised before	Prosecuted and fined by the government	Not allowed to advertise for a period of time
 Once every half hour	Misleading ads corrected & less commercial breaks -58	Misleading advertisers fined & less commercial breaks -59	Misleading advertisers taken off air & less commercial breaks -60
Twice every half hour	Misleading ads corrected & same number of commercial breaks -61	Misleading advertisers fined & same number of commercial breaks -62	Misleading advertisers taken off air & same number of commercial break -63
Three times every half hour	Misleading ads corrected & more commercial breaks -64	Misleading advertisers fined & more commercial breaks -65	Misleading advertisers taken off air & more commercial breaks -66

678.
E. 6015

Cd.6
8-1
9-0

YOU WOULD BE ABLE TO GET . . .

AND THE COST OF TELEVISION PROGRAMS WOULD BE PAID FOR . . . ↓ Entirely by advertisers	2 Channels	4 Channels	8 Channels
	Get 2 channels in total & ads pay for all programs	Get 4 channels in total & ads pay for all programs	Get 8 channels in total & ads pay for all programs
	-10	-11	-12
By advertisers for some programs and by the government for others	Get 2 channels in total & ads and gov't pay for programs	Get 4 channels in total & ads and gov't pay for programs	Get 8 channels in total & ads and gov't pay for programs
	-13	-14	-15
Entirely by the government	Get 2 channels in total & gov't pays for all programs	Get 4 channels in total & gov't pays for all programs	Get 8 channels in total & gov't pays for all programs
	-16	-17	-18

1989

Cd6

20-0

21-9

YOU WOULD BE ABLE TO GET . . .

AND ADVERTISERS WHO MISLEAD THE PUBLIC WOULD BE . . . ↓ Forced to pay for new advertisements to correct what they had advertised before	2 Channels	4 Channels	8 Channels
	Get 2 channels in total & misleading ads corrected	Get 4 channels in total & misleading ads corrected	Get 8 channels in total & misleading ads corrected
	-22	-23	-24
Prosecuted and fined by the government	Get 2 channels in total & misleading advertisers fined	Get 4 channels in total & misleading advertisers fined	Get 8 channels in total & misleading advertisers fined
	-25	-26	-27
Not allowed to advertise for a period of time	Get 2 channels in total & misleading advertisers taken off the air	Get 4 channels in total & misleading advertisers taken off the air	Get 8 channels in total & misleading advertisers taken off the air
	-29	-29	-30

ca6

32-6

33-7

THE GOVERNMENT WOULD . . .


AND TELEVISION COMMERCIALS WOULD BE . . .	Approve all commercials before they can be shown on television	Make sure that advertisers can prove everything they say in their commercials	Only enforce any laws that are broken by advertisers
<p>↓</p> <p>Informative more than entertaining</p>	<p>Gov't approves ads before & ads are informative</p> <p>-34</p>	<p>Gov't checks ads & ads are informative</p> <p>-35</p>	<p>Gov't only enforces laws & ads are informative</p> <p>-36</p>
<p>Entertaining more than informative</p>	<p>Gov't approves ads before & ads are entertaining</p> <p>-37</p>	<p>Gov't checks ads & ads are entertaining</p> <p>-38</p>	<p>Gov't only enforces laws & ads are entertaining</p> <p>-39</p>

Cd 6

42-4

43-1

THE COST OF TELEVISION PROGRAMS WOULD BE PAID FOR . . .

AND TELEVISION STATIONS WOULD BE ALLOWED TO SHOW NO MORE THAN . . .	Entirely by advertisers	By advertisers for some programs and by the government for others	Entirely by the government
 2 advertisements in each commercial break	Ads pay for all programs & 2 ads per break -44	Ads and gov't pay for programs & 2 ads per break -45	Gov't pays for all programs & 2 ads per break -46
4 advertisements in each commercial break	Ads pay for all programs & 4 ads per break -47	Ads and gov't pay for programs & 4 ads per break -48	Gov't pays for all programs & 4 ads per break -49
6 advertisements in each commercial break	Ads pay for all programs & 6 ads per break -50	Ads and gov't pay for programs & 6 ads per break -51	Gov't pays for all programs & 6 ads per break -52

5381.

End Cd. 6

C A R D "A"

WATCH TELEVISION

LISTEN TO THE RADIO

GO TO A MOVIE

LOOK AT A NEWSPAPER OR MAGAZINE

READ

TALK ON THE TELEPHONE

C A R D "B"

PUBLIC AFFAIRS PROGRAMS

COMEDY SHOWS

MUSICAL VARIETY PROGRAMS

SERIALS/SOAP OPERAS

POLICE/DETECTIVE SHOWS

QUIZ AND AUDIENCE PARTICIPATION SHOWS

WESTERNS

NEWS

MOVIES

DOCUMENTARIES

TALK SHOWS

SPORTS PROGRAMS

DRAMA OR PLAYS

SUSPENSE OR MYSTERY PROGRAMS

MEDICAL SHOWS

CONSUMER PROGRAMS

CHILDREN'S PROGRAMS/CARTOONS

SCIENCE FICTION SHOWS

C A R D "C"

- 1 DISAGREE COMPLETELY
- 2 DISAGREE SOMEWHAT
- 3 NEITHER AGREE OR DISAGREE
- 4 AGREE SOMEWHAT
- 5 AGREE COMPLETELY

C A R D "D"

VERY OFTEN

QUITE OFTEN

OCCASIONALLY

VERY SELDOM

NEVER

C A R D "E"

EXAMPLE 1

YOU WOULD GET . . .

AND YOU WOULD HAVE . . .	As many hours of television per day as you have now	Half as many hours of television per day as you have now
Half as much advertising as now	Same amount of TV & less ads 1	Less amount of TV & less ads 3
As much advertising as now	Same amount of TV & same amount of ads 2	Less amount of TV & same amount of ads 4

CARD "F"

EXAMPLE 2

YOU WOULD GET . . .

AND THERE WOULD BE . . .	2 channels	4 channels	6 channels
No advertising	2 channels & no ads 7	4 channels & no ads 3	6 channels & no ads 1
Advertising on some programs	2 channels & some ads 8	4 channels & some ads 5	6 channels & some ads 2
Advertising on all programs	2 channels & ads on all programs 9	4 channels & ads on all programs 6	6 channels & ads on all programs 4

C A R D "G"

- 1 STUDENT
- 2 RETIRED
- 3 FULL-TIME HOUSEWIFE
- 4 MANAGER/PROFESSIONAL (INCLUDES PROPRIETORS,
EXECUTIVES, DOCTORS, NURSES, TEACHERS,
ARMED FORCES' OFFICERS, ETC.)
- 5 CLERICAL/SALES (INCLUDES BOOKKEEPERS,
STENOGRAPHERS, ALL SALES PEOPLE)
- 6 FARMER/FARM LABOURER
- 7 ALL OTHER WORKERS (INCLUDES SKILLED AND UNSKILLED
TRADES, SERVICE WORKERS, TRUCK DRIVERS,
DOMESTICS, GENERAL LABOURER, ETC.)

C A R D "H"

N. UNDER \$5,000

O. \$ 5,000 to \$ 6,999

P. \$ 7,000 to \$ 9,999

Q. \$10,000 to \$14,999

R. \$15,000 to \$19,999

S. \$20,000 to \$24,999

Z. \$25,000 AND OVER

APPENDIX VII FRENCH VERSION QUESTIONNAIRE

A reduced copy of the French version questionnaire is presented in this appendix.

ÉTUDE SUR L'OPINION PUBLIQUE #3461

MARKET FACTS DU CANADA LIMITÉE

Cd.1

NO DU RÉPONDANT

2	3	4	5

M.	<input type="checkbox"/>	NO DE LA CARTE GÉOGRAPHIQUE: _____
MME	<input type="checkbox"/>	
NOM DU RÉPONDANT: Mlle	<input type="checkbox"/>	
ADRESSE: _____		
VILLE/VILLAGE/LOCALITÉ: _____		PROVINCE: _____
NO DE TÉLÉPHONE: _____		HEURE AU DÉBUT DE L'ENTREVUE: _____
DATE: _____		HEURE À LA FIN DE L'ENTREVUE: _____

Bonjour! Mon nom est _____ et je suis de Market Facts du Canada Limitée. Nous faisons un sondage d'opinions et j'aimerais poser quelques questions à vous-même ou à un membre de votre foyer. Afin de m'aider à choisir celui ou celle qui sera interviewé(e), veuillez me donner le prénom et l'âge de chaque personne demeurant chez-vous qui est âgée de 15 ans ou plus, et ce, en commençant par la plus jeune.

PRÉNOM	ÂGE	LE NUMÉRO DE SÉLECTION DU RÉPONDANT POUR CETTE ENTREVUE EST: _____
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	

SI LE RÉPONDANT CHOISI EST ABSENT, VEUILLEZ FIXER UNE DATE ET HEURE DE RETOUR.

RETOUR-- DATE: _____ ENTREVUE 1ère tentative ☐ 1-23
COMPLÉTÉE 2e tentative ☐ 2
LORS DE LA: 3e tentative ☐ 3

"Je soussigné(e) déclare que cette entrevue a été effectuée conformément au questionnaire et aux directives fournies et que les réponses qui apparaissent sur le questionnaire sont identiques à celles que m'a données la personne interrogée.

Je reconnais également qu'une partie de mon travail sera vérifiée auprès de cette personne pour en assurer les résultats".

(Signature de l'intervieweur)

SECTION I

PRÉSENTEZ-VOUS DE NOUVEAU SI NÉCESSAIRE

REMETTEZ LA CARTE "A" AU RÉPONDANT

(d.1)

1. Parmi les choses suivantes, quelle est celle que vous faites le plus souvent lorsque...
(LISEZ LA LISTE ET ALTERNÉZ L'ORDRE)

ALTERNÉZ L'ORDRE	Regar- der la télé- vision	Ecou- ter la radio	Aller au ci- néma	Regarder un jour- nal ou une revue	Lire	Parler au télé- phone	Autre	
[] vous voulez vous détendre -----	1	2	3	4	5	6	_____	24-
[] vous voulez vous divertir -----	1	2	3	4	5	6	_____	25-
[] vous n'avez rien d'autre à faire ----	1	2	3	4	5	6	_____	26-
[] vous voulez savoir ce qui se passe dans le monde -----	1	2	3	4	5	6	_____	27-

REPRENEZ LA CARTE "A"

2. Au cours des 7 derniers jours, combien de jours avez-vous lu ou regardé un journal?
(ENCERCLEZ LE CHIFFRE APPROPRIÉ)

0 1 2 3 4 5 6 7
(Aucun)

28-

3. Combien de différentes revues, sans compter les différents numéros d'une même revue, avez-vous lues au cours des quatre dernières semaines? Si par exemple vous avez lu plus d'un numéro d'une même revue au cours des 4 dernières semaines, vous compterez cette revue seulement une fois. (ENCERCLEZ LE CHIFFRE APPROPRIÉ).

0 1 2 3 4 5 6 7 8 9 10 ou plus
(Aucun)

29-

4. Combien de livres avez-vous lus au cours des 6 derniers mois? (ENCERCLEZ LE CHIFFRE APPROPRIÉ).

0 1 2 3 4 5 6 7 8 9 10 ou plus
(Aucun)

30-

5. Combien de fois êtes-vous allé(e) au cinéma au cours des 6 derniers mois? (ENCERCLEZ LE CHIFFRE APPROPRIÉ).

0 1 2 3 4 5 6 7 8 9 10 ou plus
(Aucun)

31-

6. Pendant environ combien d'heures écoutez-vous la radio au cours d'un jour normal?
(NE PAS LIRE LA LISTE)

Aucune/n'avons pas de radio----- 1-32
15 minutes ou moins----- 2
Plus de 15 minutes jusqu'à une demi-heure---- 3
Plus d'une demi-heure jusqu'à 1 heure----- 4
Plus d'une heure jusqu'à 2 heures ----- 5
Plus de 2 heures jusqu'à 5 heures----- 6
Plus de 5 heures----- 7

cd.1

7a) Avez-vous un appareil de télévision ou plus chez-vous?

OUI----- 1

NON-----

2 → PASSEZ À LA SECTION II

33-

7b) Et combien de jours avez-vous regardé la télévision au cours des 7 derniers jours?

0 1 2 3 4 5 6 7 8 9 10 ou plus
(Aucun)

34-

8a) Et environ combien d'heures passez-vous à regarder la télévision en fin de semaine, c'est-à-dire le nombre d'heures total pour samedi et dimanche réunis?(NE PAS LIRE)

Aucune----- 1 → PASSEZ À LA QU.9a)
Moins d'une heure----- 2
1 ou 2 heures----- 3
3 ou 4 heures----- 4
5 ou 6 heures----- 5
7 ou 8 heures----- 6
9 à 12 heures----- 7
13 à 16 heures----- 8
17 à 20 heures----- 9
Plus de 20 heures----- 0

8b) Et diriez-vous que pendant la fin de la semaine, vous regardez la télévision....
(LISEZ LA LISTE ET ENCECIEZ UN SEUL CHIFFRE)

Seulement durant la journée----- 1-35
Surtout durant la journée----- 2
A peu près autant durant la
journée qu durant la soirée----- 3
Surtout durant la soirée----- 4
OU, Seulement durant durant la
soirée----- 5

9a) Durant un jour normal de la semaine, c'est-à-dire du lundi au vendredi, environ combien d'heures passez-vous personnellement à regarder la télévision? (NE PAS LIRE LA LISTE)

Aucune----- 1-37
Moins d'une heure ----- 2
1 ou 2 heures----- 3
3 ou 4 heures----- 4
5 ou 6 heures----- 5
7 ou 8 heures----- 6
9 à 12 heures----- 7
Plus de 12 heures----- 8

9b) Et diriez-vous que durant la semaine, c'est-à-dire du lundi au vendredi, vous regardez la télévision.... (LISEZ LA LISTE ET ENCECIEZ UN SEUL CHIFFRE)

Seulement durant la journée----- 1-38
Surtout durant la journée----- 2
A peu près autant durant la
journée que durant la soirée----- 3
Surtout durant la soirée----- 4
OU, seulement durant la soirée----- 5

Cd.1

10a) Si vous pouviez choisir seulement 3 émissions de télévision comme étant vos émissions préférées, quelles sont celles que vous choisiriez?

QU. 10a)
ÉMISSIONS DE TÉLÉVISION PRÉFÉRÉES

QU. 10b)
GENRE D'ÉMISSION

1ère Émission mentionnée: _____

39-
40-
41-

--	--

48 49

2e Émission mentionnée: _____

42-
43-
44-

--	--

50 51

3e Émission mentionnée: _____

45-
46-
47-

--	--

52 53

DEMANDEZ POUR CHAQUE ÉMISSION:

10b) Quel genre d'émission est _____ ?
(INSCRIVEZ UN SEUL CODE)

À PARTIR DE LA LISTE CI-DESSOUS, INSCRIVEZ LE CODE CORRESPONDANT
AU GENRE D'ÉMISSION DANS LES CASES CI-HAUT _____

GENRE D'ÉMISSION

Emissions d'affaires publiques-----	01
Comédies-----	02
Emissions de variétés musicales-----	03
Téléromans/feuilletons-----	04
Emissions policières/de détectives-----	05
Jeux-concours/participation de l'auditoire-----	06
Emissions "western"-----	07
Nouvelles-----	08
Films-----	09
Documentaires-----	10
"Talk shows"-----	11
Emissions sportives-----	12
Drames ou pièces de théâtre-----	13
Emissions de suspense/mystère-----	14
Emissions de "médecins"/d'hôpitaux-----	15
Emissions pour les consommateurs-----	16
Emissions pour enfants/dessins animés-----	17
Emissions de science-fiction-----	18
Autre-----	19

REMETTEZ LA CARTE "B" AU RÉPONDANT

- 10c) Parmi les genres d'émissions de télévision énumérés sur cette carte, quels sont ceux que vous avez personnellement regardés au cours des quatre dernières semaines? Avez-vous regardé.... (LISEZ LA LISTE ET ENCELEZ LE CODE APPROPRIÉ POUR CHAQUE GENRE)

	Oui	Non
Emissions d'affaires publiques -----	1-54	A
Comédies-----	2	A
Emissions de variétés musicales-----	3	A
Téléromans/feuilletons-----	4	A
Emissions policières/de détectives-----	5	A
Jeux-concours/ participation de l'auditoire-----	6	A
Emissions "western"-----	7	A
Nouvelles-----	8	A
Films-----	9	A
Documentaires-----	0	A
"Talk show"-----	X	A
Emissions sportives-----	V	A
Drames ou pièces de théâtre-----	1-55	A
Emissions de suspense/mystère-----	2	A
Emissions de "médecins/d'hôpitaux-----	3	A
Emissions pour les consommateurs-----	4	A
Emissions pour enfants/dessins animés-----	5	A
Emissions de science-fiction-----	6	A

REPRENEZ LA CARTE "B"

11. Combien d'appareils de télévision en état de fonctionner avez-vous chez-vous? (NE PAS LIRE LA LISTE)

Un-----	1-56	→ POSEZ LA QU. 12a)
Deux-----	2	
Trois-----	3	→ PASSEZ À LA QU. 13a)
Quatre ou plus-----	4	

- 12a) Est-ce un appareil de télévision en noir-et-blanc ou en couleur?

Noir-et-blanc-----	1-57
En couleur-----	2

- 12b) Où est placé cet appareil de télévision dans votre demeure? (NE PAS LIRE LA LISTE)

Salon-----	1-58	
Salle de jeux-----	2	
Chambre à coucher principale-----	3	→ PASSEZ À LA QU. 14a)
Autre chambre à coucher--	4	
Cuisine-----	5	
Autre endroit (PRÉCISEZ)		

Cd.1

S'IL Y A PLUS D'UN APPAREIL DE TÉLÉVISION, DEMANDEZ:

- 13a) Sont-ils tous (les deux) en noir-et-blanc, tous (les deux) en couleur, ou en avez-vous quelques-uns (un) en noir-et-blanc et quelques-uns (un) en couleur?

Tous (les deux) en noir-et-blanc----- 1-59
 Tous (les deux) en couleur----- 2
 Quelques-uns(un) en noir-et-blanc
 et quelques-uns (un) en couleur----- 3

- 13b) Et où sont placés ces appareils de télévision dans votre demeure? (NE PAS LIRE LA LISTE)

Salon----- 1-60
 Salle de jeux----- 2
 Chambre à coucher principale----- 3
 Autre chambre à coucher----- 4
 Cuisine----- 5
 Autre endroit (PRÉCISEZ)_____

- 14a) Est-ce que votre (vos) appareil(s) de télévision est (sont) branché(s) sur...(LISEZ LA LISTE)

-61
 Une antenne extérieure----- 1 → PASSEZ À LA QU.15
 Une antenne intérieure----- 2
 Un câble----- 3 → POSEZ LA QU.14b)
 ou quoi? Autre (PRÉCISEZ)_____
 Rien ----- 0

- 14b) Avez-vous un adaptateur spécial branché sur votre appareil de télévision qui vous permet de capter plus de canaux que si vous n'aviez pas cet adaptateur?

OUI-----1 NON----- 2 -62

15. Et combien de minutes par heure de programmation sont réservées aux commerciaux? (INSCRIVEZ "06" POUR SIX MINUTES, "15" POUR 15 MINUTES, ETC).

63	64
----	----

- 16a) Vous êtes-vous déjà plaint(e) de quelque chose que vous aviez vu à la télévision?

↓ OUI----- 1 NON----- 2 → PASSEZ À LA QU.17 -65

- 16b) A qui vous êtes-vous plaint(e)? (NE PAS LIRE LA LISTE)

	QU.16b)	QU.17)
La station de télévision-----	1-66	1-68
La compagnie commanditaire-----	2	2
CRTC/Le conseil de la radio-télévision canadienne--	3	3
Le gouvernement-----	4	4
Famille ou amis-----	5	5
Commissaire(du gouvernement) aux réclamations des citoyens (Fédéral-provincial)-----	6	6
Emission de télévision à ligne ouverte-----	7	7
Emission pour les consommateurs-----	8	8
Journaux-----	9	9
Case postale 99-----	0	0
Autre (PRÉCISEZ)-----		

-67

-69

17. S'il vous arrivait de voir quelque chose qui vous déplaisait à la télévision et que vous aviez l'intention de vous plaindre à ce sujet, auprès de qui vous plaindriez-vous? (NE PAS LIRE LA LISTE) (APPROFONDISSEZ) Qui d'autre? (APPROFONDISSEZ) Y a-t-il quelqu'un d'autre?

79-12
 A-1
 Enu Cd.1

SECTION II

Cd.2

REMETTEZ LA CARTE "C" AU RÉPONDANT

18. J'aimerais maintenant vous lire quelques opinions qui ont déjà été données sur la télévision. En vous servant de cette carte, veuillez me dire si vous êtes entièrement d'accord, un peu d'accord, ni d'accord ni en désaccord, un peu en désaccord ou entièrement en désaccord. Veuillez simplement me donner le chiffre qui correspond à votre opinion. (ALTERNEZ L'ORDRE DES GROUPES D'ENONCÉS).

ALTERNEZ L'ORDRE	Entièrement d'accord	Un peu d'accord	Ni d'accord ni en désaccord	Un peu en désaccord	Entièrement en désaccord
[] La télévision est la façon la moins chère de me divertir-----	5	4	3	2	1-6
Regarder la télévision est une manière agréable pour toute la famille de passer ensemble la soirée à la maison-----	5	4	3	2	1-7
La plupart des émissions américaines sont meilleures que la plupart des émissions canadiennes-----	5	4	3	2	1-8
La plupart des gens ne savent pas ce que leurs enfants regardent à la télévision-----	5	4	3	2	1-9
Les gens ne devraient pas attendre autant de la télévision que des autres façons de se divertir pour lesquelles il faut payer (par ex. cinéma, théâtre)-----	5	4	3	2	1-10
[] Regarder la télévision est la meilleure façon pour moi de savoir ce qui se passe dans le monde-----	5	4	3	2	1-11
Les émissions de télévision commanditées par la publicité sont habituellement meilleures que celles qui n'ont pas de publicité-----	5	4	3	2	1-12
Les gens ne parlent plus ensemble à la maison parce qu'ils passent beaucoup de temps à regarder la télévision-----	5	4	3	2	1-13
Plusieurs émissions de télévision montrent trop de violence-----	5	4	3	2	1-14
Les stations de télévision financées par les taxes informent mieux le public que les stations présentant de la publicité-----	5	4	3	2	1-15
[] La télévision est une bonne façon d'occuper les enfants lorsque j'ai autre chose à faire-----	5	4	3	2	1-16
La plupart des émissions de télévision sont ennuyantes-----	5	4	3	2	1-17
Regarder la télévision est la meilleure façon de se détendre après une rude journée-----	5	4	3	2	1-18
Je prends vraiment au sérieux les personnages de certaines émissions de télévision-----	5	4	3	2	1-19
Il y a trop de gens qui sont esclaves de leur petit écran-----	5	4	3	2	1-20
[] Ce n'est pas bon pour les enfants de trop regarder la télévision-----	5	4	3	2	1-21
La télévision me tient compagnie lorsque je suis seul(e) à la maison----	5	4	3	2	1-22
Les stations de télévision qui montrent beaucoup de commerciaux ont de meilleures émissions-----	5	4	3	2	1-23

REPRENEZ LA CARTE "C"

cd.2

REMETTEZ LA CARTE "D" AU RÉPONDANT

19. En vous servant de cette carte, veuillez me dire combien de fois il vous arrive de faire chacune des choses suivantes. (LISEZ LA LISTE ET ALTERNEZ L'ORDRE)

<u>ALTERNEZ L'ORDRE</u>	<u>Très souvent</u>	<u>Assez souvent</u>	<u>Quelque- fois</u>	<u>Rarement</u>	<u>Jamais</u>
[] Je regarde la télévision tout en prenant mes repas-----	5	4	3	2	1 -24
Je regarde la télévision parce que je n'ai rien d'autre à faire----	5	4	3	2	1 -25
Je fais autre chose tout en regardant la télévision-----	5	4	3	2	1 -26
Je regarde la télévision lorsque des amis ou des invités viennent faire un tour-----	5	4	3	2	1 -27
[] Je me sens coupable de regarder la télévision lorsque je devrais faire autre chose-----	5	4	3	2	1 -28
Il m'arrive de dormir pendant les émissions de télévision-----	5	4	3	2	1 -29
Je ferme l'appareil de télévision quand une émission me contrarie----	5	4	3	2	1 -30

REPRENEZ LA CARTE "D"

SECTION III

Cd.2

REMETTEZ LA CARTE "C" AU RÉPONDANT

20. J'aimerais maintenant avoir votre opinion sur la publicité EN GÉNÉRAL, que ce soit des annonces qui paraissent dans les journaux ou les revues ou encore des commerciaux à la radio et à la télévision. Veuillez me dire quelle phrase de cette carte décrit le mieux chacun des énoncés que je vais vous lire. Une fois de plus, veuillez simplement me donner le chiffre qui correspond à votre opinion. (LISEZ LA LISTE ET ALTERNEZ L'ORDRE DES GROUPES D'ÉNONCÉS).

ALTERNEZ L'ORDRE	Entière- ment d'accord	Un peu d'accord	Ni d'ac- cord ni en dés- accord	Un peu en désac- cord	Entière- ment en dés- accord
[] La publicité est nécessaire à notre économie-----	5	4	3	2	1 -31
La publicité fait dépenser de l'argent aux gens pour des choses dont ils n'ont pas vraiment besoin-----	5	4	3	2	1 -32
On ne peut pas croire à la plupart des choses qui sont dites dans les annonces-----	5	4	3	2	1 -33
[] La publicité nous informe sur les nou- veaux produits disponibles sur le marché-----	5	4	3	2	1 -34
Les enfants sont facilement influencés par la publicité-----	5	4	3	2	1 -35
La publicité aide à améliorer notre niveau de vie-----	5	4	3	2	1 -36
[] Beaucoup de choses annoncées comme étant nouvelles sont en réalité les mêmes vieilles choses-----	5	4	3	2	1 -37
Je ne crois pas à ce qu'on dit dans les annonces où on compare diffé- rentes marques-----	5	4	3	2	1 -38
Il m'arrive souvent d'acheter des pro- duits que je vois annoncés-----	5	4	3	2	1 -39
[] La publicité augmente les prix des produits-----	5	4	3	2	1 -40
J'aime les annonces où une compagnie explique pourquoi ses produits sont meilleurs que ceux de ses compéti- teurs-----	5	4	3	2	1 -41
La plupart des annonces sont une in- sulte à notre intelligence-----	5	4	3	2	1 -42
[] La publicité sur les produits pour en- fants m'aide à décider quels cadeaux leur acheter-----	5	4	3	2	1 -43
Les bons produits n'ont pas besoin d'être beaucoup annoncés-----	5	4	3	2	1 -44
Je pense que la plupart des gens se rendent compte que la publicité nous dit seulement ce que les comman- ditaires veulent bien nous dire-----	5	4	3	2	1 -45

LAISSEZ LA CARTE "C" AU RÉPONDANT

SECTION IV

Cd.2

21. Je vais maintenant vous lire des énoncés sur la publicité à la TÉLÉVISION. Veuillez me dire quelle réponse de cette carte décrit le mieux votre opinion de chacun des énoncés que je vais vous lire. Veuillez simplement me donner le chiffre qui correspond à votre opinion. (LISEZ LA LISTE ET ALTERNEZ L'ORDRE DES GROUPES D'ÉNONCÉS).

ALTERNEZ L'ORDRE	Entière- ment d'accord	Un peu d'accord	Ni d'ac- cord ni en dé- saccord	Un peu en désac- cord	Entière- ment en dé- saccord
[] La publicité télévisée est nécessaire puisque'elle paie pour les émissions qui nous sont offertes à la télévi- sion-----	5	4	3	2	1 -46
Cela ne me dérangerait pas qu'il y ait deux fois plus de commerciaux à la télévision qu'il y en a maintenant-----	5	4	3	2	1 -47
Sans la publicité, on ne pourrait pas obtenir les émissions que l'on veut voir à la télévision-----	5	4	3	2	1 -48
La plupart du temps, il y a beaucoup trop de commerciaux à la télévision-----	5	4	3	2	1 -49
Je déteste toujours revoir le même commercial à la télévision-----	5	4	3	2	1 -50
[] Je préférerais payer pour regarder de bonnes émissions plutôt que d'avoir à regarder tous ces commer- ciaux à la télévision-----	5	4	3	2	1 -51
Il est difficile d'imaginer regarder la télévision sans aucune pause publicitaire-----	5	4	3	2	1 -52
La publicité convient à la télévision parce que ni les commerciaux ni les émissions ont quelque chose à voir avec ma vie quotidienne-----	5	4	3	2	1 -53
Le gouvernement devrait poursuivre en justice tout commanditaire qui trompe le public-----	5	4	3	2	1 -54
Si la qualité était la même, je préfe- rerais voir un commercial canadien plutôt qu'un commercial américain-----	5	4	3	2	1 -55
[] Certains commerciaux montrés à la télé- vision sont plus divertissants que la plupart des émissions que je regarde----	5	4	3	2	1 -56
Le gouvernement ou les stations de télévision devraient vérifier tous les commerciaux pour s'assurer qu'ils disent bien la vérité -----	5	4	3	2	1 -57
Il y a des commerciaux qui sont très énervants parce qu'ils montent le son---	5	4	3	2	1 -58
Une comparaison entre les différentes marques devrait être permises dans les commerciaux à la télévision-----	5	4	3	2	1 -59
Il ne devrait y avoir aucune publicité à la télévision-----	5	4	3	2	1 -60

Cd.2

ALTERNEZ
L'ORDRE

	Entière- ment d'accord	Un peu d'accord	Ni d'ac- cord ni en dés- saccord	Un peu en désac- cord	Entière- ment en désac- cord
[] Je déteste que l'annonceur d'un commercial parle de façon bruyante et énervée-----	5	4	3	2	1 -61
Les émissions de télévision telles que "Consommateurs Avertis" vous disent la vérité sur les produits annoncés-----	5	4	3	2	1 -62
Il y a beaucoup de commerciaux à la télévision qui sont insultants pour les hommes-----	5	4	3	2	1 -63
La publicité portant sur les émissions est tout aussi contrariante que la publicité sur les produits-----	5	4	3	2	1 -64
Il y a des commerciaux à la télévision montrés durant les émissions pour enfants qui sont vraiment injustes aux parents-----	5	4	3	2	1 -65
[] Les commanditaires peuvent dire ou montrer presque n'importe quoi dans les commerciaux à la télévision sans avoir à dire la vérité-----	5	4	3	2	1 -66
C'est trop de montrer quatre commer- ciaux de suite-----	5	4	3	2	1 -67
Il est plus important que les commer- ciaux nous informent qu'ils nous divertissent-----	5	4	3	2	1 -68
Je préférerais voir un commercial sur des produits canadiens plutôt que sur des produits américains-----	5	4	3	2	1 -69
La plupart des commerciaux de produits tels que nettoyeurs domestiques sont une insulte à l'intelligence de la maîtresse de maison-----	5	4	3	2	1 -70
[] Je n'aime pas la façon dont certains commanditaires vous disent que vous pourriez avoir une belle vie si seu- lement vous utilisez leurs produits---	5	4	3	2	1 -71
Les commerciaux à la télévision disent rarement quelque chose d'utile sur le produit annoncé-----	5	4	3	2	1 -72
Les pauses publicitaires vous permet- tent difficilement de suivre l'émission que vous regardez à la télévision-----	5	4	3	2	1 -73
On devrait empêcher tout commanditaire qui trompe le public d'annoncer quoi que ce soit pendant un certain temps--	5	4	3	2	1 -74
Il y a beaucoup de commerciaux à la télévision qui sont insultants pour les femmes-----	5	4	3	2	1 -75

79-0
80-2
END Cd.2

Cd.3

ALTERNEZ
L'ORDRE

	Entière- ment d'accord	Un peu d'accord	Ni d'ac- cord ni en dé- saccord	Un peu en dé- saccord	Entière- ment en dé- saccord
[] Il ne devrait pas être permis aux stations de télévision de montrer des commerciaux pour des choses telles que des sous-vêtements ou des produits d'hygiène personnelle-----	5	4	3	2	1 -6
Les meilleurs commerciaux sont ceux qui vous donnent des renseignements sans user d'artifices publicitaires-----	5	4	3	2	1 -7
Il ne devrait pas être permis aux commanditaires d'utiliser des vedettes pour vendre leurs produits à la télévision-----	5	4	3	2	1 -8
Il ne devrait y avoir au moins un canal qui n'ait pas de commerciaux-----	5	4	3	2	1 -9
Si les commerciaux à la télévision étaient tout-à-fait réalistes, personne ne voudrait les regarder-----	5	4	3	2	1 -10
[] Tout commercial trompeur devrait être repris sur les ondes pour dire la vérité-----	5	4	3	2	1 -11
C'est contrariant de voir trois commerciaux pour chaque demi-heure d'émissions-----	5	4	3	2	1 -12
Les commerciaux à la télévision ne montrent pas les gens tels qu'ils sont--	5	4	3	2	1 -13
Les commerciaux à la télévision interrompent l'émission au pire moment possible-----	5	4	3	2	1 -14
Il appartient au gouvernement de s'assurer que les commanditaires puissent prouver tout ce qu'ils disent dans les commerciaux à la télévision----	5	4	3	2	1 -15
[] Les meilleurs commerciaux sont ceux qui sont les plus divertissants-----	5	4	3	2	1 -16
Je n'aime pas que les commerciaux qui sont montrés un à la suite de l'autre sautent d'un sujet à l'autre-----	5	4	3	2	1 -17
Je trouve les pauses publicitaires utiles parce qu'elles me permettent de faire autre chose-----	5	4	3	2	1 -18
Un commercial devrait être montré dans la langue de ceux qui le regardent, sans être doublé ou traduit -----	5	4	3	2	1 -19
On croit davantage aux annonces commanditées par le gouvernement -----	5	4	3	2	1 -20

ALTERNEZ
L'ORDRE

Entière- ment d'accord	Un peu d'accord	Ni d'ac- cord ni en dé- saccord	Un peu en dé- saccord	Entière- ment en dé- saccord
------------------------------	-----------------------	------------------------------------------	--------------------------------	---------------------------------------

- | | | | | | |
|-----------------------------------------------------------------------------------------------------------------|---|---|---|---|-------|
| [] Les commanditaires devraient avoir le droit d'annoncer leurs produits de la façon dont ils l'entendent----- | 5 | 4 | 3 | 2 | 1 -21 |
| C'est contrariant lorsqu'on montre jusqu'à cinq ou six commerciaux de suite----- | 5 | 4 | 3 | 2 | 1 -22 |
| Je préfère regarder des émissions où on montre des commerciaux seulement au début et à la fin----- | 5 | 4 | 3 | 2 | 1 -23 |
| J'aimerais mieux voir un ou deux long commerciaux plutôt qu'une série de petits----- | 5 | 4 | 3 | 2 | 1 -24 |
| Les pauses vous indiquant les émissions à venir sont tout aussi contrariantes que les commerciaux----- | 5 | 4 | 3 | 2 | 1 -25 |

REPRENEZ LA CARTE "C"

REMETTEZ LA CARTE "D" AU RÉPONDANT

22. Lorsqu'on présente un commercial à la télévision, dites-moi combien de fois vous faites chacune des choses suivantes.. (LISEZ LA LISTE ET ALTERNEZ L'ORDRE DES GROUPES D'UNE ENTREVUE À L'AUTRE).

ALTERNEZ
L'ORDRE

Très souvent	Assez souvent	Quelque- fois	Rarement	Jamais
-----------------	------------------	------------------	----------	--------

- | | | | | | |
|-------------------------------------------------------------------------------------------------|---|---|---|---|-------|
| [] Vous sortez de la pièce pour aller chercher quelque chose----- | 5 | 4 | 3 | 2 | 1 -26 |
| Vous tournez le bouton pour voir quelles autres émissions sont présentées aux autres canaux---- | 5 | 4 | 3 | 2 | 1 -27 |
| [] Vous vous fâchez----- | 5 | 4 | 3 | 2 | 1 -28 |
| Vous faites autre chose jusqu'à ce que la pause publicitaire soit terminée----- | 5 | 4 | 3 | 2 | 1 -29 |
| [] Vous regardez les commerciaux montrés----- | 5 | 4 | 3 | 2 | 1 -30 |
| Vous faites en sorte de regarder un commercial qui vous plaît----- | 5 | 4 | 3 | 2 | 1 -31 |

SECTION V

Les gens ont plusieurs suggestions sur la façon dont la publicité à la télévision pourrait être améliorée. Afin de découvrir vos préférences sur ce sujet, j'aimerais que vous m'indiquiez vos choix parmi les possibilités qui vous seront offertes.

MONTREZ LA CARTE "E"

Cette carte présente deux aspects de la télévision: (1) le nombre d'heures durant lesquelles des émissions seraient montrées à la télévision; et (2) la quantité de publicité qu'il serait permis de montrer à la télévision. Il y a quatre combinaisons possibles et dans cet exemple, une personne a inscrit les chiffres de "1" à "4" pour indiquer ses préférences.

Cette personne a inscrit le chiffre "1" dans la case supérieure gauche pour montrer qu'il/elle aimerait le plus avoir autant d'heures de télévision tout en ayant la moitié moins de publicité par heure. Son deuxième choix, représenté par le chiffre "2", serait de voir autant de publicité qu'il y en a présentement durant les émissions tout en ayant autant d'heures de télévision que présentement. Son troisième choix serait d'avoir la moitié moins d'heures de télévision qu'il y en a présentement mais aussi d'avoir la moitié moins de publicité par heure. Et enfin, son quatrième choix, représenté par le chiffre "4", serait d'avoir la moitié moins d'heures de télévision et de voir autant de publicité qu'il y en a maintenant durant les émissions. En remplissant cette page, cette personne devait peser le pour et le contre en faisant un choix entre son désir de voir plus d'heures de télévision et une réduction de la quantité de publicité montrée à la télévision.

REPRENEZ LA CARTE "E" ET
MONTREZ LA CARTE "F"

Cette carte offre un autre exemple, cette fois-ci comparant: (1) le nombre de canaux que vous pourriez regarder; et (2) s'il serait permis de montrer de la publicité à la télévision. Dans cet exemple, chacun de ces points offre trois possibilités: il y a donc neuf possibilités en tout.

Cette personne aimerait le mieux cette fois-ci avoir 6 canaux et pas de publicité. Son deuxième choix serait d'avoir encore 6 canaux et de permettre de la publicité pour certaines émissions. Toutefois, au lieu de n'avoir aucune limite sur la quantité de publicité montrée, cette personne préférerait avoir seulement 4 canaux sur son téléviseur. Son dernier choix, représenté par le chiffre "9" dans la case inférieure gauche, serait d'avoir seulement 2 canaux et de voir aucune limite sur la quantité de publicité permise.

REPRENEZ LA CARTE "F" ET
REMETTEZ LE CAHIER AU RÉPONDANT

Voici une page que j'aimerais que vous complétiez. Comme vous pouvez le voir, il y a 9 possibilités en tout. (LISEZ LES 9 POSSIBILITÉS AVEC LE RÉPONDANT.) Veuillez inscrire le chiffre "1" dans la case qui correspond à votre premier choix parmi ces neuf possibilités. Il n'y a pas de bonnes ou de mauvaises réponses.

(APRÈS QUE LE RÉPONDANT AURA INSCRIT LE CHIFFRE "1", DITES:)

Et maintenant, si cette possibilité n'était plus disponible, quelle est CELLE qui serait votre deuxième choix parmi les 8 possibilités qui restent? Veuillez inscrire le chiffre "2" dans la case qui correspond à votre deuxième choix.

Et maintenant, quel serait votre prochain choix parmi les possibilités qui restent? Veuillez inscrire le chiffre "3" dans cette case.

(CONTINUEZ DE CETTE FAÇON JUSQU'À CE QUE LE RÉPONDANT AIT INSCRIT UN CHIFFRE DANS CHAQUE CASE ET PASSEZ ENSUITE À LA PAGE SUIVANTE DU CAHIER).

(LORSQUE LE RÉPONDANT AURA REMPLI LE CAHIER, PASSEZ AUX DONNÉES DE CLASSIFICATION).

DONNÉES DE CLASSIFICATION

C13

J'aimerais maintenant vous poser quelques dernières questions qui ont seulement pour but de nous aider à grouper les réponses.

A. Etes-vous présentement... (LISEZ LA LISTE)

Marié(e) ----- 1 - 32
 Célibataire ----- 2
 Divorcé(e)/veuf(veuve)/séparé(e) -- 3
 "Accoté(e)" ----- 4

B. Y inclus vous-même et un ou des bébés, combien y a-t-il de personnes en tout qui demeurent chez-vous?

1 2 3 4 5 6 7 8 9 ou plus 33-
 PASSEZ
 A LA
 QU. D (PRÉCISEZ)

C. Combien y a-t-il de personnes âgées .. (LISEZ LA LISTE)

INSCRIVEZ LE NOMBRE

De moins de 6 ans	<input type="checkbox"/>	34.
Entre 6 et 12 ans	<input type="checkbox"/>	35.
Entre 13 et 19 ans	<input type="checkbox"/>	36.
Entre 20 et 24 ans	<input type="checkbox"/>	37.
De 25 ans ou plus	<input type="checkbox"/>	38.

REMETTEZ LA CARTE "G" AU RÉPONDANT

D. Veuillez regarder cette carte et me dire quelle catégorie décrit le mieux le genre de travail que vous faites. Veuillez simplement me donner le numéro correspondant à la catégorie.

1 2 3 4 5 6 7 -39

SI LE RÉPONDANT EST MARIÉ, LAISSEZ-LUI LA CARTE "G" ET DEMANDEZ:

E. Et quelle catégorie décrit le mieux le genre de travail que fait votre époux/épouse? Une fois de plus, veuillez simplement me donner le numéro.

1 2 3 4 5 6 7 -40

F. Dans quel pays avez-vous fait la plupart de vos études? (NE PAS LIRE LA LISTE)

Canada ----- 1 - 41
 Etats-Unis ----- 2
 Grande-Bretagne ----- 3
 Europe continentale
 (ex.: France, Allemagne) -- 4
 Autre (PRÉCISEZ) _____

G. Quelle a été la dernière année de scolarité que vous avez complétée? (NE PAS LIRE LA LISTE)

Ecole primaire ou moins ----- 1 - 42
 Une partie de l'école secondaire ----- 2
 Ecole secondaire complétée ----- 3
 Une partie du cours collégial
 technique/universitaire ----- 4
 Cours collégial/technique/universitaire -- 5
 Etudes post-universitaires complétées ---- 6
 Autre (PRÉCISEZ) _____

Cd.3

REMETTEZ LA CARTE "H" AU RÉPONDANT

H. Veuillez maintenant regarder cette carte et me dire quelle catégorie correspond au revenu annuel total de l'ensemble des membres de votre foyer en 1974 et ce, avant déduction d'impôts.

N	Moins de \$5,000 -----	1-43
O	Entre \$5,000 et \$6,999 -----	2
P	Entre \$7,000 et \$9,999 -----	3
Q	Entre \$10,000 et \$14,999 ----	4
R	Entre \$15,000 et \$19,999 ----	5
S	Entre \$20,000 et \$24,999 ----	6
Z	\$25,000 et plus -----	7

INTERVIEWER: VEUILLEZ INDIQUER:	LANGUE PARLEE AU COURS DE L'ENTREVUE:	Anglais.	1
		Français	2
LE SEXE DU REPONDANT:	Féminin.	1	
	Masculin	2	

79-0
80-3
END CD.3

C A R T E "A"

REGARDER LA TÉLÉVISION

ÉCOUTER LA RADIO

ALLER AU CINÉMA

REGARDER UN JOURNAL OU UNE REVUE

LIRE

PARLER AU TÉLÉPHONE

C A R T E "B"

ÉMISSIONS D'AFFAIRES PUBLIQUES

COMÉDIES

ÉMISSIONS DE VARIÉTÉS MUSICALES

TÉLÉROMANS/FEUILLETONS

ÉMISSIONS POLICIÈRES/DE DÉTECTIVES

JEUX-CONCOURS/PARTICIPATION DE L'AUDITOIRE

ÉMISSIONS "WESTERN"

NOUVELLES

FILMS

DOCUMENTAIRES

"TALK SHOWS"

ÉMISSIONS SPORTIVES

DRAMES OU PIÈCES DE THÉÂTRE

ÉMISSIONS DE SUSPENSE/MYSTÈRE

ÉMISSIONS DE "MÉDECINS"/D'HÔPITAUX

ÉMISSIONS POUR LES CONSOMMATEURS

ÉMISSIONS POUR ENFANTS/DESSINS ANIMÉS

ÉMISSIONS DE SCIENCE-FICTION

C A R T E "C"

1. ENTIÈREMENT EN DÉSACCORD
2. UN PEU EN DÉSACCORD
3. NI D'ACCORD NI EN DÉSACCORD
4. UN PEU D'ACCORD
5. ENTIÈREMENT D'ACCORD

C A R T E "D"

TRÈS SOUVENT

ASSEZ SOUVENT

QUELQUEFOIS

RAREMENT

JAMAIS

CARTE "E"

1er EXEMPLE

IL Y AURAIT ...

ET IL Y AURAIT ...

La moitié moins de
publicité qu'il y en
a présentement

Autant de publicité
qu'il y en a
présentement

Autant d'heures de
télévision par jour
qu'il y en a
présentement

Autant d'heures de
télévision
&
moins de publicité

1

Autant d'heures de
télévision
&
autant de publicité

2

La moitié moins d'heures
de télévision par jour
qu'il y en a
présentement

Moins d'heures de
télévision
&
moins de publicité

3

Moins d'heures de
télévision
&
autant de publicité

4

CARTE "F"

2e EXEMPLE

VOUS AURIEZ ...

ET IL (N') Y AURAIT ...	2 canaux	4 canaux	6 canaux
Pas de publicité	2 canaux & pas de publicité 7	4 canaux & pas de publicité 3	6 canaux & pas de publicité 1
De la publicité pour certaines émissions	2 canaux & un peu de publicité 8	4 canaux & un peu de publicité 5	6 canaux & un peu de publicité 2
De la publicité pour toutes les émissions	2 canaux & publicité pour toutes les émissions 9	4 canaux & publicité pour toutes les émissions 6	6 canaux & publicité pour toutes les émissions 4

CARTE "G"

- 1) ÉTUDIANT(E)
- 2) À MA RETRAITE
- 3) MAÎTRESSE DE MAISON (À PLEIN TEMPS)
- 4) EXÉCUTIF/PROFESSIONNEL (Y INCLUS PROPRIÉTAIRES,
DIRECTEURS, MÉDECINS, INFIRMIERES, PROFESSEURS
OU INSTITUTEURS, OFFICIERS DES FORCES ARMÉES, ETC).
- 5) TRAVAIL DE BUREAU/VENTES (Y INCLUS TENEURS DE LIVRES,
STÉNOGRAPHES, ET TOUS LES VENDEURS)
- 6) FERMIER/CULTIVATEUR
- 7) TOUS LES AUTRES TRAVAILLEURS (Y INCLUS MAIN-D'OEUVRE
SPÉCIALISÉE OU NON, SERVICES PUBLICS, CONDUCTEURS
DE CAMIONS, DOMESTIQUES, ETC.)

C A R T E "H"

<u>N.</u>	MOINS DE \$5,000
<u>O.</u>	ENTRE \$ 5,000 ET \$ 6,999
<u>P.</u>	ENTRE \$ 7,000 ET \$ 9,999
<u>Q.</u>	ENTRE \$ 10,000 ET \$ 14,999
<u>R.</u>	ENTRE \$ 15,000 ET \$ 19,999
<u>S.</u>	ENTRE \$ 20,000 ET \$ 24,999
<u>Z.</u>	\$ 25,000 ET PLUS

Cd.4

CAHIER DESTINÉ
AU RÉPONDANT

NOM DU RÉPONDANT: _____

NUMÉRO DU QUESTIONNAIRE: _____

2 3 4 5

IL NE SERAIT PAS PERMIS AUX STATIONS DE
TÉLÉVISION DE MONTRER DES COMMERCIAUX PLUS QUE . . .

Cd. 4
8-4
9-3

<p>IL NE SERAIT PAS PERMIS AUX STATIONS DE MONTRER PLUS QUE . . .</p> <p>↓</p>	Une fois par demi-heure	Deux fois par demi-heure	Trois fois par demi-heure
	Moins de pauses publici- taires & 2 commerciaux par pause	Autant de pauses publici- taires & 2 commerciaux par pause	Plus de pauses publici- taires & 2 commerciaux par pause
2 Commerciaux pour chaque pause publicitaire	-10	-11	-12
4 Commerciaux pour chaque pause publicitaire	-13	-14	-15
6 Commerciaux pour chaque pause publicitaire	-16	-17	-18

LES COMMERCIAUX À LA TÉLÉVISION SERAIENT ...

cd. 4
20-9
21-6

LES COMMERCIAUX
MONTRES À LA
TÉLÉVISION . . .



Ne pourraient pas
comparer différents
produits

Instructifs mais pas
nécessairement
divertissants

Divertissants mais
pas nécessairement
instructifs

Commerciaux instructifs
& commerciaux ne pouvant
pas comparer les produits

Commerciaux divertissants
& commerciaux ne pouvant
pas comparer les produits

-22

-23

Ne pourraient associer
"la belle vie" à
leurs produits

Commerciaux instructifs
& commerciaux ne pouvant
pas utiliser "la belle
vie"

Commerciaux divertissants
& commerciaux ne pouvant
pas utiliser "la belle
vie"

-24

-25

Pourraient annoncer
leurs produits de
n'importe quelle façon

Commerciaux instructifs
& tous genres de commer-
ciaux permis

Commerciaux divertissants
& tous genres de commer-
ciaux permis

-26

-27

28-29 31.

Cd. 4
30-8
31-7

LE GOUVERNEMENT DEVRAIT . . .

<p>ET LES COMMANDITAIRES QUI AURAIENT TROMPÉ LE PUBLIC SE VERRAIENT, . .</p> <p>↓</p> <p>Forcés de payer une nouvelle publicité pour corriger ce qui avait été auparavant annoncé</p>	<p>Approuver tous les commerciaux avant qu'ils puissent être montrés à la télévision</p>	<p>S'assurer que les commanditaires puissent prouver tout ce qui est dit dans leurs commerciaux</p>	<p>Seulement faire observer les lois auxquelles désobéissent les commanditaires</p>
	<p>Le gouv. devrait approuver avant & la publicité trompeuse corrigée</p> <p>-32</p>	<p>Le gouv. devrait vérifier les commerciaux & la publicité trompeuse corrigée</p> <p>-33</p>	<p>Le gouv. devrait faire observer les lois & la publicité trompeuse corrigée</p> <p>-34</p>
<p>Poursuivis en justice et condamnés à une amende par le gouvernement</p>	<p>Le gouv. devrait approuver avant & les commanditaires trompeurs condamnés à une amende</p> <p>-35</p>	<p>Le gouv. devrait vérifier les commerciaux & les commanditaires trompeurs condamnés à une amende</p> <p>-36</p>	<p>Le gouv. devrait faire observer les lois & les commanditaires trompeurs condamnés à une amende</p> <p>-37</p>
	<p>Le gouv. devrait approuver avant & les commanditaires trompeurs empêchés d'annoncer</p> <p>-38</p>	<p>Le gouv. devrait vérifier les commerciaux & les commanditaires trompeurs empêchés d'annoncer</p> <p>-39</p>	<p>Le gouv. devrait faire observer les lois & les commanditaires trompeurs empêchés d'annoncer</p> <p>-40</p>

ON ACCORDERAIT AUX STATIONS DE TÉLÉVISION . . .

Cd 4

42-7

43-2

<p>LE GOUVERNEMENT DEVRAIT . . .</p> <p>↓</p> <p>Approuver tous les commerciaux <u>avant</u> qu'ils puissent être montrés à la télévision</p>	<p>La moitié moins de publicité que présentement</p>	<p>Autant de publicité que présentement</p>	<p>Deux fois plus de publicité que présentement</p>
	<p>Moins de publicité & le gouv. devrait approuver avant</p> <p>-44</p>	<p>Autant de publicité & le gouv. devrait approuver avant</p> <p>-45</p>	<p>Plus de publicité & le gouv. devrait approuver avant</p> <p>-46</p>
<p>S'assurer que les commanditaires puissent prouver tout ce qui est dit dans leurs commerciaux</p>	<p>Moins de publicité & le gouv. devrait vérifier les commerciaux</p> <p>-47</p>	<p>Autant de publicité & le gouv. devrait vérifier les commerciaux</p> <p>-48</p>	<p>Plus de publicité & le gouv. devrait vérifier les commerciaux</p> <p>-49</p>
	<p>Moins de publicité & le gouv. devrait faire observer les lois</p> <p>-50</p>	<p>Autant de publicité & le gouv. devrait faire observer les lois</p> <p>-51</p>	<p>Plus de publicité & le gouv. devrait faire observer les lois</p> <p>-52</p>
<p>Seulement faire observer les lois auxquelles désobéis- sent les commanditai- res</p>			

S381.

LES STATIONS DE TÉLÉVISION . . .

Ca. 4
54-2
65-5

<p>ET ON ACCORDERAIT AUX STATIONS DE TÉLÉVISION . . .</p> <p>↓</p> <p>La moitié moins de publicité que présentement</p>	<p>Pourraient montrer des commerciaux durant n'importe quelle émission <u>excepté</u> les émissions pour enfants</p>	<p>Ne pourraient pas in- terrompre certaines émissions telles que les films ou les émis- sions d'affaires pu- bliques</p>	<p>Pourraient montrer des commerciaux durant n'importe quelle émission</p>
<p>Autant de publicité que présentement</p>	<p>Pas montrer de commeci- aux durant les émissions pour enfants & moins de publicité en tout</p> <p>-56</p>	<p>Pas interrompre les films/ affaires publiques & moins de publicité en tout</p> <p>-57</p>	<p>Commerciaux durant n'importe quelle émis- sion & moins de publi- cité en tout</p> <p>-58</p>
<p>Deux fois plus de publicité que présentement</p>	<p>Pas montrer de commeci- aux durant les émissions pour enfants & plus de publicité en tout</p> <p>-62</p>	<p>Pas interrompre les films/ affaires publiques & plus de publicité en tout</p> <p>-63</p>	<p>Commerciaux durant n'importe quelle émis- sion & plus de publi- cité en tout</p> <p>-64</p>

IL NE SERAIT PAS PERMIS AUX STATIONS
DE TÉLÉVISION DE MONTRER PLUS QUE . . .

ET LES COMMERCIAUX
À LA TÉLÉVISION
SERAIENT. . .



Instructifs mais
pas nécessairement
divertissants

	2 commerciaux pour chaque pause publicitaire	4 commerciaux pour chaque pause publicitaire	6 commerciaux pour chaque pause publicitaire
	2 commerciaux par pause & commerciaux instructifs	4 commerciaux par pause & commerciaux instructifs	6 commerciaux par pause & commerciaux instruc- tifs
	-68	-69	-70
Divertissants mais pas nécessairement instructifs	2 commerciaux par pause & commerciaux divertis- sants	4 commerciaux par pause & commerciaux divertissants	6 commerciaux par pause & commerciaux diver- tissants
	-71	-72	-73

62-4
66-6
67-4

74-81.
END CD.
4

LES COMMERCIAUX MONTRES À LA TÉLÉVISION . . .

C.A. 5
8-0
9-9

<p>ET VOUS AURIEZ . . .</p> <p>↓</p> <p>2 canaux</p>	Ne pourraient pas comparer différents produits	Ne pourraient pas associer "la belle vie" à leurs produits	Pourraient annoncer leurs produits de n'importe quelle façon
	Commerciaux ne pouvant pas comparer les produits & 2 canaux disponibles en tout	Commerciaux ne pouvant pas utiliser "la belle vie" & 2 canaux disponibles en tout	Tous genres de commerciaux permis & 2 canaux disponibles en tout
	-10	-11	-12
4 canaux	Commerciaux ne pouvant pas comparer les produits & 4 canaux disponibles en tout	Commerciaux ne pouvant pas utiliser "la belle vie" & 4 canaux disponibles en tout	Tous genres de commerciaux permis & 4 canaux disponibles en tout
	-13	-14	-15
8 canaux	Commerciaux ne pouvant pas comparer les produits & 8 canaux disponibles en tout	Commerciaux ne pouvant pas utiliser "la belle vie" & 8 canaux disponibles en tout	Tous genres de commerciaux permis & 8 canaux disponibles en tout
	-16	-17	-18

(9-B).

LES COMMERCIAUX MONTRES À LA TÉLÉVISION . . .

cd. 5
20-5
21-9

<p>LES STATIONS DE TÉLÉVISION . . .</p> <p style="text-align: center;">↓</p> <p>Pourraient montrer des commerciaux durant n'importe quelle émission <u>excepté</u> les émissions pour enfants</p>	<p>Ne pourraient pas comparer différents produits</p> <p>Commerciaux ne pouvant pas comparer les produits & pas de commerciaux du- rant les émissions pour enfants</p> <p style="text-align: right;">-22</p>	<p>Ne pourraient pas associer "la belle vie" à leurs produits</p> <p>Commerciaux ne pouvant pas utiliser "la belle vie" & pas de commerciaux durant les émissions pour enfants</p> <p style="text-align: right;">-23</p>	<p>Pourraient annoncer leurs produits de n'im- porte quelle façon</p> <p>Tous genres de commer- ciaux permis & pas de commerciaux durant les émissions pour enfants</p> <p style="text-align: right;">-24</p>
<p>Ne pourraient pas interrompre cer- taines émissions telles que les films ou les émis- sions d'affaires publiques</p>	<p>Commerciaux ne pouvant pas comparer les produits & pas de pauses durant les films/affaires pu- bliques</p> <p style="text-align: right;">-25</p>	<p>Commerciaux ne pouvant pas utiliser "la belle vie" & pas de pauses du- rant les films/affaires publiques</p> <p style="text-align: right;">-26</p>	<p>Tous genres de commer- ciaux permis & pas de pauses durant les films/affaires publi- ques</p> <p style="text-align: right;">-27</p>
<p>Pourraient montrer des commerciaux durant n'importe quelle émission</p>	<p>Commerciaux ne pouvant pas comparer les produits & commerciaux montrés du- rant n'importe quelle émission</p> <p style="text-align: right;">-28</p>	<p>Commerciaux ne pouvant pas utiliser "la belle vie" & commerciaux montrés durant n'importe quelle émission</p> <p style="text-align: right;">-29</p>	<p>Tous genres de commer- ciaux permis & commer- ciaux montrés durant n'importe quelle émission</p> <p style="text-align: right;">-30</p>

LES STATIONS DE TÉLÉVISION . . .

Cd. 5
32-3
33-5

IL NE SERAIT PAS
PERMIS AUX STATIONS
DE TÉLÉVISION DE
MONTRER DES
COMMERCIAUX PLUS
QUE. . .



Une fois par
demi-heure

Pourraient montrer des
commerciaux durant
n'importe quelle émis-
sion excepté les émis-
sions pour enfants

Ne pourraient pas in-
terrompre certaines
émissions telles que
les films ou les émis-
sions d'affaires
publiques

Pourraient montrer
des commerciaux
durant n'importe
quelle émission

Pas montrer de commerci-
aux durant les émissions
pour enfants & moins de
pauses publicitaires

Pas interrompre les films/
affaires publiques & moins
de pauses publicitaires

Commerciaux durant
n'importe quelle émis-
sion & moins de pauses
publicitaires

-34

-35

-36

Deux fois par
demi-heure

Pas montrer de commerci-
aux durant les émissions
pour enfants & autant de
pauses publicitaires

Pas interrompre les films/
affaires publiques & au-
tant de pauses publici-
taires

Commerciaux durant
n'importe quelle émis-
sion & autant de pau-
ses publicitaires

-37

-38

-39

Trois fois par
demi-heure

Pas montrer de commerci-
aux durant les émissions
pour enfants & plus de
pauses publicitaires

Pas interrompre les films/
affaires publiques & plus
de pauses publicitaires

Commerciaux durant
n'importe quelle émis-
sion & plus de pauses
publicitaires

-40

-41

-42

43 B1.

ON ACCORDERAIT AUX STATIONS DE TÉLÉVISION . . .

Cd. 5

44-1
45-2

LE COÛT DES ÉMISSIONS DE TÉLÉVISION SERAIT DÉFRAYÉ. . . ↓ Entièrement par la publicité	La moitié moins de publicité que présentement	Autant de publicité que présentement	Deux fois plus de publicité que présentement
	Moins de publicité & la publicité payant pour toutes les émissions -44	Autant de publicité & la publicité payant pour toutes les émissions -47	Plus de publicité & la publicité payant pour toutes les émis- sions -48
En partie par la publicité et en partie par le gouvernement	Moins de publicité & la publicité et le gouv. payant pour les émissions -49	Autant de publicité & la publicité et le gouv. payant pour les émissions -50	Plus de publicité & la publicité et le gouv. payant pour les émissions -51
	Moins de publicité & le gouv. payant pour toutes les émissions -52	Autant de publicité & le gouv. payant pour toutes les émissions -53	Plus de publicité & le gouv. payant pour toutes les émissions -54

ET LES COMMANDITAIRES QUI AURAIENT TROMPÉ LE PUBLIC SE VERRAIENT. . .

Cd. 5
SL-3
57-8

IL NE SERAIT PAS PERMIS AUX STATIONS DE TÉLÉVISION DE MONTRER DES COMMERCIAUX PLUS QUE . . . ↓ Une fois par demi-heure	Forcés de payer une nouvelle publicité pour corriger ce qui avait été aupara- vant annoncé	Poursuivis en justice et condamnés à une amende par le gouvernement	Empêchés d'annoncer quoi que ce soit pendant un certain temps
	Publicité trompeuse cor- rigée & moins de pauses publicitaires	Commanditaires trompeurs condamnés à une amende & moins de pauses publi- citaires	Commanditaires trom- peurs empêchés d'annon- cer & moins de pauses publicitaires
Deux fois par demi-heure	-58	-59	-60
	Publicité trompeuse cor- rigée & autant de pauses publicitaires	Commanditaires trompeurs condamnés à une amende & autant de pauses publi- citaires	Commanditaires trom- peurs empêchés d'annon- cer & autant de pauses publicitaires
Trois fois par demi-heure	-61	-62	-63
	Publicité trompeuse cor- rigée & plus de pauses publicitaires	Commanditaires trompeurs condamnés à une amende & plus de pauses publi- citaires	Commanditaires trom- peurs empêchés d'annon- cer & plus de pauses publicitaires
	-64	-65	-66

67-8L
END. CD. 5

VOUS AURIEZ . . .

Cd. 6

8-1

9-0

ET LE COÛT DES
ÉMISSIONS DE
TÉLÉVISION SERAIT
DÉFRAYÉ. . .



Entièrement par
la publicité

2 canaux

4 canaux

8 canaux

2 canaux disponibles en
tout & la publicité
payant pour toutes les
émissions

4 canaux disponibles en
tout & la publicité
payant pour toutes les
émissions

8 canaux disponibles
en tout & la publicité
payant pour toutes les
émissions

-10

-11

-12

En partie par la
publicité et en
partie par le
gouvernement

2 canaux disponibles en
tout & la publicité et le
gouv. payant pour les
émissions

4 canaux disponibles en
tout & la publicité et le
gouv. payant pour les
émissions

8 canaux disponibles
en tout & la publicité
et le gouv. payant
pour les émissions

-13

-14

-15

Entièrement par
le gouvernement

2 canaux disponibles en
tout & le gouv. payant
pour toutes les émissions

4 canaux disponibles en
tout & le gouv. payant
pour toutes les émissions

8 canaux disponibles
en tout & le gouv.
payant pour toutes
les émissions

-16

-17

-18

1981.

VOUS AURIEZ . . .

Co. 6
20-0
21-8

ET LES COMMANDI-
TAIRES QUI AURAIENT
TROMPÉ LE PUBLIC
SE VERRAIENT. . .



Forcés de payer une
nouvelle publicité
visant à corriger
ce qui avait été
auparavant annoncé

	2 canaux	4 canaux	8 canaux
	2 canaux disponibles en tout & publicité trompeuse corrigée	4 canaux disponibles en tout & publicité trompeuse corrigée	8 canaux disponibles en tout & publicité trompeuse corrigée
	-22	-23	-24
Poursuivis en justice et condamnés à une amende par le gouvernement	2 canaux disponibles en tout & commanditaires trompeurs condamnés à une amende	4 canaux disponibles en tout & commanditaires trompeurs condamnés à une amende	8 canaux disponibles en tout & commanditaires trompeurs condamnés à une amende
	-25	-26	-27
Empêchés d'annoncer quoi que ce soit pendant un certain temps	2 canaux disponibles en tout & commanditaires trompeurs empêchés d'annoncer	4 canaux disponibles en tout & commanditaires trompeurs empêchés d'annoncer	8 canaux disponibles en tout & commanditaires trompeurs empêchés d'annoncer
	-28	-29	-30

LE GOUVERNEMENT DEVRAIT . . .

cd. 6
32-6
 33-7

ET LES COMMERCEAUX
 À LA TÉLÉVISION
 SÉRAIENT, . . .



Instructifs mais
 pas nécessairement
 divertissants

Approuver tous
 les commerciaux
 avant qu'ils
 puissent être
 montrés à la
 télévision

Le gouv. devrait approu-
 ver avant & commerciaux
 instructifs

-34

S'assurer que
 les comman-
 itaires puissent
 prouver tout ce
 qui est dit dans
 leurs commerciaux

Le gouv. devrait vérifier
 les commerciaux & commer-
 ciaux instructifs

-35

Seulement
 faire observer
 les lois
 auxquelles
 désobéissent les
 commanditaires

Le gouv. devrait faire
 observer les lois &
 commerciaux instructifs

-36

Divertissants mais
 pas nécessairement
 instructifs

Le gouv. devrait approu-
 ver avant & commerciaux
 divertissants

-37

Le gouv. devrait vérifier
 les commerciaux & commer-
 ciaux divertissants

-38

Le gouv. devrait faire
 observer les lois &
 commerciaux divertis-
 sants

-39

40-41 BL.

LE COÛT DES ÉMISSIONS DE TÉLÉVISION SERAIT DÉFRAYÉ. . .

Cd. 6
42-4
43-1

IL NE SERAIT PAS PERMIS AUX STATIONS DE MONTRER PLUS QUE,, ↓ -2 commerciaux pour chaque pause publicitaire	Entièrement par la publicité	En partie par la publicité et en partie par le gouvernement	Entièrement par le gouvernement
	La publicité payant pour toutes les émissions & 2 commerciaux par pause	La publicité et le gouv. payant pour les émissions & 2 commerciaux par pause	Le gouv. payant pour toutes les émissions & 2 commerciaux par pause
	-44	-45	-46
4 commerciaux pour chaque pause publicitaire	La publicité payant pour toutes les émissions & 4 commerciaux par pause	La publicité et le gouv. payant pour les émissions & 4 commerciaux par pause	Le gouv. payant pour toutes les émissions & 4 commerciaux par pause
	-47	-48	-49
6 commerciaux pour chaque pause publicitaire	La publicité payant pour toutes les émissions & 6 commerciaux par pause	La publicité et le gouv. payant pour les émissions & 6 commerciaux par pause	Le gouv. payant pour toutes les émissions & 6 commerciaux par pause
	-50	-51	-52

53 81.
Ann. Cd. 6

APPENDIX VIII ENUMERATION AREA SAMPLING FRAME

Attached is a table listing the Enumeration Areas (EA's) that were selected by the computerized sampling program from the 1971 Statistics Canada EA tapes.

Design:

The sample is a stratified, proportionate area-probability sample. Stratification is achieved on three bases. First, the EA's are stratified into five regions:

- Region 1 - Maritimes
- Region 2 - Quebec
- Region 3 - Ontario
- Region 4 - Prairie Provinces
- Region 5 - British Columbia

A separate sample is selected for each.

The second level of stratification was achieved on the basis of degree of urbanization. Three levels are treated separately:

- | | |
|-----------------------|---------------------|
| Large metro | - 500,000 and up |
| Other urban | - 499,999 to 10,000 |
| Small towns and rural | - 9,999 or fewer |

The sample design calls for clusters of 5 households in large metro and other urban areas; and clusters of 10 households in small towns and rural areas. In order to achieve a proportionate design (on households) differential sampling rates were used in urbanization strata 1 and 2, and stratum 3. For this reason, Small towns and rural areas are tabulated separately.

A third level of stratification was implicitly accomplished by ordering the previous strata on Electoral Districts.

For each geographic region, (i.e., Maritimes, Quebec, etc.), there are two sets of tables. Large metro and other urban places were selected simultaneously, since they required the same sampling ratio. Small towns and rural areas are tabulated separately. There are 98 small town and rural EA's and 405 Large metro and other urban EA's.

$$405 \times 5 \text{ (H/H per EA)} = 2025$$

$$98 \times 10 = \underline{980}$$

$$3005 \text{ H/H}$$

A 15% overdraw of EA's is also included. The substitute EA's are identified with an "S" after the right hand column and are used only if a selected EA turned out to be invalid (e.g., a university, hospital, prison, parking lot, etc.). The review of EA maps eliminated some EA's and these are identified by a line through the entire EA entry. Substitutions which were made for these are identified in the attached listing by an arrow after the right hand column.

If an EA had fewer than 50 households, it was combined with the next adjacent (by number) EA. This is shown on the tables by placing the two EA's in a box.

Table Codes:

ED Electoral District (First digit indicates province code)

Newfoundland-----	0	
Prince Edward Island---	1	
Nova Scotia-----	2	Region 1
New Brunswick-----	3	
Quebec-----	4	Region 2
Ontario-----	5	Region 3
Manitoba-----	6	
Saskatchewan-----	7	Region 4
Alberta-----	8	
British Columbia-----	9	Region 5

EA Enumeration Area

CO County/Census Division

MUNC Municipality

SUBD Subdivision

RU/UR Rural/Urban Partition

rural 1
urban 2 through 9

CMA Census Metropolitan Area and Census Agglomeration

Not part of census metropolitan	
Area & census agglomeration	(blank) 000
Census metropolitan areas	001 thru 030
Census Agglomerations with census tracts	031 thru 049
Census Agglomerations 25,000 - 49,999 population	050 thru 099
Census Agglomerations 10,000 - 24,999 population	100 thru 199
Census Agglomerations 5,000 - 9,999 population	200 thru 299
Census Agglomerations 1,000 - 4,999 population	300 thru 399

CT Census Tract

CMA/PART CMA and CA Partition

Not part of a metropolitan area (blank) 0
Largest city, urbanized core-----1
Remainder urbanized core-----2
Fringe - Urban-----3
Fringe - Rural-----4

MSIZ Municipality Size Code

INCORPORATED CITY

Population	Town, or Village, & Urban Municipality	Rural Municipality
500,000 and up	A	1
100,000 to 499,999	B	2
30,000 to 99,999	C	3
10,000 to 29,999	D	4
5,000 to 9,999	E	5
2,500 to 4,999	F	6
1,000 to 2,499	G	7
less than 1,000	H	8

SIZE Rural/Urban Size Code

Population

500,000 and up	A	Large Metropolitan
100,000 to 499,999	B	Other Urban
30,000 to 99,999	C	
10,000 to 29,999	D	
5,000 to 9,999	E	Small Towns
2,500 to 4,999	F	
1,000 to 2,499	G	
Rural	H	

N Serial Identification of Selected EA's

RAND.NO Random Number (for selection of starting point and direction of random walk within each selected EA)

Example:

In Region 1, the first EA selected is in Newfoundland (1st digit of EA code is zero, and is in an other urban area with a population of between 10,000 and 29,999 people). Since the CMA code is also 0, it is not part of a metropolitan area.

REGION 1: MARITIMES (LARGE METRO AND OTHER URBAN)

ED	EA	CO	%UNC	SURD	RU/UR	CMA	CT	CMA/PART	HSIZ	SIZE	NO.OF H.H.	N	RAND.NO
5	156	5	13	A0	2	0	0	0	D	D	180	1	20
6	27	1	33	A0	2	14	14	1	C	C	185	2	24
7	9	1	33	A0	2	14	3	1	C	C	160	3	58 ⁶
7	117	1	45	A0	2	14	170	2	E	C	185	4	37
103	112	3	26	A0	2	53	0	1	D	D	140	5	90
202	175	3	5	A0	2	47	999	3	D	D	145	6	7
204	158	3	8	A0	2	78	0	2	E	D	185	7	26
205	171	13	6	A0	2	133	0	2	F	D	145	8	90
207	108	8	3	A0	2	4	100	2	C	B	185	9	6
207	217	8	3	A0	2	4	111	2	C	B	100	10	17
208	7	8	4	A0	2	4	4	1	B	B	105	11	53
228	164	8	4	A0	2	4	11	1	B	B	110	12	61
208	316	8	4	A0	2	4	22	1	B	B	170	13	84 ⁵
209	112	8	4	A0	2	4	24	1	B	B	135	14	52
302	3	11	5	A0	2	15	1	1	C	C	170	15	46
304	212	7	15	A0	2	0	0	0	D	D	130	16	3
305	155	14	8	A0	2	40	999	1	C	C	175	17	96
305	264	14	8	A0	2	40	999	1	C	C	170	18	50
308	53	11	5	A0	2	15	21	1	C	C	180	19	32
308	159	11	5	A0	2	15	4	1	C	C	200	20	33
310	163	15	15	A0	2	57	0	1	D	C	190	21	11 ⁵
310	17	12	9	A0	2	0	0	0	D	D	210	22	63

REGION 1: MARITIMES (SMALL TOWN AND RURAL)

ED	EA	CC	MINC	SURD	RU/UF	CMA	CT	CMA/PART	MSIZ	SIZE	NO. OF H.H.	N	RAND.NO
1	8	1	49	AO	2	0	0	0	H	1	150	1	20
2	77	2	2	AO	1	0	0	0	8	1	100	2	24
3	213	8	36	AO	2	0	0	0	H	1	185	3	58
5	10	4	7	CX	1	0	0	0	8	1	75	4	375
7	158	1	32	UX	1	0	0	0	8	1	145	5	90
104	14	3	4	AO	1	0	0	0	7	1	145	6	7
201	162	11	1	AO	1	0	0	0	3	1	180	7	26
203	14	7	3	AO	2	0	0	0	G	6	140	8	90
205	2	7	1	AO	1	0	0	0	5	1	115	9	6
206	115	5	1	AO	1	0	0	0	4	1	140	10	17
209	271	3	1	CO	1	4	130	4	3	1	255	11	53
210	153	12	2	AO	1	0	0	0	4	1	170	12	615
211	157	6	1	AO	1	0	0	0	5	1	125	13	84
301	231	2	4	AO	1	0	0	0	8	1	100	14	52
302	258	9	13	AO	2	0	0	0	H	1	175	15	46
304	162	7	4	AO	1	0	0	0	7	1	185	16	3
306	212	9	13	AO	1	0	0	0	7	1	150	17	96
309	116	5	3	AO	1	0	0	0	6	1	145	18	50

R E G I O N 2: QUEBEC (LARGE METRO AND OTHER URBAN)

ED	EA	CO	MUNIC SURD	FUJUF	CMA	CT	CMA/PART	MSIZ	SIZE	N ₁ OF H.H.	N	RAND.NO
402	101	28	9	A0	2	8	267	1	A	155	23	77
402	208	28	9	A0	2	9	271	1	A	205	24	95
402	323	28	9	A0	2	9	282	1	A	205	25	67
403	31	18	12	A0	2	8	777	2	E	165	26	45
403	259	2	17	A0	2	126	0	2	F	180	27	61
403	223	6	7	A0	2	83	0	1	C	175	28	55
409	8	28	10	A0	2	8	610	2	A	245	29	785
409	78	28	10	A0	2	8	619	2	C	130	30	72
409	171	28	10	A0	2	8	615	2	C	175	31	20
409	271	28	9	A0	2	8	275	1	A	175	32	67
410	69	11	11	A0	2	8	854	2	D	225	33	18
410	238	11	10	A0	2	8	854	2	A	170	34	0
410	212	72	11	A0	2	8	901	3	D	200	35	34
413	122	16	25	A0	2	2	999	1	C	230	36	65
415	12	28	15	A0	2	8	421	2	C	155	37	21
415	117	28	15	A0	2	8	417	2	C	160	38	76
415	226	28	9	A0	2	8	287	1	A	230	39	62
415	333	28	21	A0	2	8	520	2	A	245	40	86
416	34	20	18	A0	2	55	0	2	E	180	41	51
416	263	20	17	A0	2	55	0	1	C	185	42	25
417	74	28	8	A0	2	9	630	2	R	190	43	85
417	172	28	8	A0	2	9	638	2	B	355	44	855
417	5	28	8	A0	2	8	625	3	R	180	45	46
418	159	43	23	A0	2	79	0	1	D	145	46	98
419	101	28	9	A0	2	8	11	1	A	175	47	76
419	215	28	9	A0	2	8	190	1	A	165	48	66
419	318	28	9	A0	2	8	198	1	A	180	49	6
421	121	25	6	A0	2	10	613	2	D	255	50	355
422	52	28	9	A0	2	8	25	1	A	185	51	57
422	205	24	9	A0	2	8	34	1	A	180	52	26
423	4	25	5	A0	2	10	500	2	C	190	53	41
423	103	25	5	A0	2	10	505	2	C	140	54	5
423	202	24	31	A0	2	10	800	2	G	205	55	56
424	157	30	19	A0	2	61	0	1	D	180	56	89
424	61	70	24	A0	2	76	0	1	C	205	57	33
427	65	28	6	A0	2	3	392	2	C	100	58	365
427	202	28	5	A0	2	9	430	2	D	145	59	20
427	315	24	14	A0	2	3	452	2	A	185	60	35
428	120	33	12	A0	2	120	0	2	D	190	61	30
428	114	28	5	A0	2	3	179	1	A	125	62	64
428	244	25	9	A0	2	3	153	1	A	180	63	12
428	17	55	15	A0	2	11	15	1	R	505	64	895
430	23	34	15	A0	2	11	12	1	A	110	65	30
431	56	16	27	A0	2	2	999	2	C	185	66	67
431	153	16	24	A0	2	2	999	2	D	170	67	35

ED	EA	EB	EC	MUNC	SUBD	RUR/UR	CMA	CT	CMA/PART	MSIZ	SIZE	NO. OF H.H.	N	RAND. NO.
432	44	11	4	AO	2	8	863	2	D	A	200	68	98	
432	165	35	9	AO	2	8	825	2	D	A	180	69	76	
432	269	35	8	AO	2	8	832	2	D	A	115	70	66	
433	2	28	9	AO	2	8	95	1	A	A	105	71	13	
433	114	28	9	AO	2	8	92	1	A	A	160	72	72	
433	222	28	7	AO	2	8	325	2	C	A	175	73	155	
433	323	28	7	AO	2	8	325	2	C	A	195	74	35	
434	6	28	9	AO	2	8	146	1	A	A	180	75	75	
434	12	28	9	AO	2	8	161	1	A	A	160	76	37	
434	12	28	9	AO	2	8	164	1	A	A	150	77	37	
434	337	28	9	AO	2	8	164	2	B	A	160	78	85	
435	54	23	8	AO	2	8	646	2	B	A	210	79	78	
435	151	28	8	AO	2	8	650	2	B	A	90	80	94	
435	273	28	8	AO	2	8	654	2	B	A	190	81	60	
436	156	37	12	AO	2	11	810	2	D	P	335	82	65	
437	10	11	3	AO	2	8	870	2	C	A	130	83	93	
437	75	11	3	AO	2	8	886	2	C	A	150	84	3	
437	232	11	3	AO	2	8	890	2	C	A	160	85	69	
437	314	11	3	AO	2	8	894	2	C	A	240	86	91	
438	120	3	23	AO	2	94	0	2	F	D	155	87	204	
439	113	54	18	AO	2	11	111	1	B	R	235	88	916	
439	222	54	19	AO	2	11	111	2	C	C	135	89	71	
439	327	54	19	AO	2	11	112	2	C	B	135	90	96	
440	55	28	9	AO	2	8	18	1	A	A	110	91	34	
440	205	28	9	AO	2	8	188	1	A	A	180	92	32	
440	355	28	9	AO	2	8	199	1	A	A	200	93	84	
441	103	60	26	AO	2	51	0	1	D	D	205	94	16	
443	5	28	13	AO	2	8	590	2	C	A	180	95	34	
443	102	28	25	AO	2	8	570	2	E	A	160	96	53	
443	205	28	9	AO	2	8	5	1	C	A	150	97	165	
443	275	28	19	AO	2	8	592	2	C	A	150	98	8	
444	160	44	17	AO	2	0	0	0	D	D	75	99	4	
445	173	54	14	AO	2	11	320	2	D	D	205	100	48	
445	276	54	15	AO	2	11	273	2	C	B	235	101	51	
445	16	28	27	AO	2	8	404	2	D	A	185	102	67	
446	154	28	9	AO	2	8	119	1	A	A	115	103	43	
446	260	28	9	AO	2	8	111	1	A	A	185	104	49	
447	34	28	9	AO	2	6	352	2	D	A	105	105	3	
447	173	28	6	AO	2	2	107	1	A	A	175	106	705	
447	233	28	25	AO	2	5	340	2	E	A	210	107	91	
447	233	28	25	AO	2	5	127	2	E	A	160	108	13	
448	233	28	25	AO	2	5	127	2	E	A	165	109	51	
448	233	28	25	AO	2	5	127	2	E	A	165	110	92	
449	233	28	25	AO	2	5	127	2	E	A	165	111	91	
449	233	28	25	AO	2	5	127	2	E	A	165	112	7	

ED	FA	CO	MUNC	SURD	RU/US	CMA	CT	CMA/PART	MSIZ	SIZE	NO. OF H.H.	N	PAND. NO.
449	361	29	9	A0	2	8	235	1	A	A	130	113	15
451	315	54	18	A0	2	11	40	1	B	B	135	114	27
452	52	54	10	A0	2	11	37	1	B	B	200	115	295
452	156	54	18	A0	2	11	29	1	B	B	200	116	25
452	226	54	29	A0	2	11	260	2	E	R	195	117	86
453	120	55	13	A0	2	77	0	2	D	C	165	118	93
455	113	57	30	A0	2	72	0	1	D	D	350	119	80
457	64	28	9	A0	2	8	218	1	A	A	160	120	35
457	212	28	9	A0	2	8	221	1	A	A	130	121	83
457	354	28	9	A0	2	8	230	1	A	A	160	122	785
458	71	28	9	A0	2	8	58	1	A	A	70	123	14
458	260	28	9	A0	2	8	83	1	A	A	180	124	75
459	237	61	12	A0	2	74	0	1	D	C	185	125	29
450	54	28	9	A0	2	8	58	1	A	A	190	126	89
460	235	28	9	A0	2	8	133	1	A	A	185	127	69
461	236	62	7	A0	2	75	0	1	C	C	175	128	9
462	4	28	5	A0	2	9	42	1	A	A	125	129	24
462	156	28	9	A0	2	8	150	1	A	A	180	130	655
462	309	29	9	A0	2	8	144	1	A	A	205	131	73
463	153	63	12	A0	2	45	999	1	D	C	200	132	49
464	12	28	16	A0	2	8	600	2	C	A	210	133	30
464	77	28	9	A0	2	8	259	1	A	A	150	134	30
464	231	28	9	A0	2	8	253	1	A	A	200	135	10
464	312	28	9	A0	2	8	242	1	A	A	140	136	83
464	418	28	9	A0	2	8	259	1	A	A	185	137	11
465	156	54	15	A0	2	48	0	1	C	C	195	138	155
466	115	65	7	A0	2	46	16	1	C	C	195	139	84
466	218	95	7	A0	2	46	7	1	C	C	170	140	72
466	323	65	7	A0	2	46	19	1	C	C	190	141	70
469	151	58	22	A0	2	0	0	0	D	D	195	142	63
469	153	70	35	A0	2	8	701	2	E	A	220	143	42
470	251	70	32	A0	2	8	764	2	E	A	250	144	81
470	61	12	26	A0	2	48	204	2	C	C	180	145	115
472	152	53	13	A0	2	48	4	1	C	C	180	146	23
473	237	53	13	A0	2	48	13	1	C	C	140	147	38
471	77	28	24	A0	2	0	47	2	F	A	135	148	19
471	237	28	12	A0	2	0	47	2	E	A	205	149	70
472	46	29	17	A0	2	8	303	2	C	A	185	150	45
472	237	28	17	A0	2	8	311	2	C	A	175	151	37
472	237	28	17	A0	2	8	317	2	C	A	165	152	17
472	237	28	17	A0	2	8	130	1	A	A	110	153	585
474	154	28	17	A0	2	8	65	1	A	A	310	154	97
474	237	28	17	A0	2	8	369	2	D	A	180	155	56
474	237	28	17	A0	2	8	103	1	A	A	175	156	58

SECTION 2: QUEBEC (SMALL TOWN AND RURAL)

LD	SA	CC	MUNE	SUBD	CH/UP	CMS	CT	CMA/PART	MSIZ	SIZE	NO. OF H.H.	N	RAND. NO
401	20	1	32	A0	1	0	0	0	8	1	95	19	32
404	63	5	47	A0	2	0	0	0	8	G	135	20	33
405	152	6	2	A0	1	0	0	0	8	1	115	21	115
407	211	40	2	A0	3	0	0	0	7	G	275	22	63
408	108	9	1	A0	1	0	0	0	6	1	100	23	77
411	56	12	32	A0	2	0	0	0	6	G	165	24	95
412	69	13	6	A0	1	0	0	0	8	1	70	25	67
414	51	21	12	A0	1	0	0	0	8	1	60	26	45
418	69	5	41	A0	2	305	0	1	8	F	145	27	61
421	4	51	37	A0	2	0	0	0	G	G	265	28	55
424	231	45	12	A0	1	0	0	0	7	1	130	29	785
425	216	50	3	A0	1	0	0	0	8	1	160	30	72
428	10	33	8	A0	1	0	0	0	7	1	80	31	20
436	201	37	5	A0	1	0	0	0	7	1	175	32	67
442	6	42	23	A0	2	0	0	0	F	F	100	33	18
444	302	27	7	A0	1	0	0	0	8	1	60	34	0
450	137	24	13	A0	1	0	0	0	8	1	75	35	34
451	65	53	15	A0	1	0	0	0	7	1	110	36	6
454	52	56	15	A0	2	0	0	0	F	F	190	37	21
456	12	34	23	A0	2	0	0	0	E	E	185	38	76
459	305	51	11	A0	1	0	0	0	7	1	185	39	625
455	59	64	17	A0	2	0	0	0	F	F	175	40	86
457	117	55	16	A0	1	0	0	0	8	1	100	41	51
459	57	36	4	A0	1	3	694	4	6	1	170	42	25
473	215	1	63	A0	2	0	0	0	E	E	180	43	85

REG 174

.. ONTAP

ARGE M

AND OT

(BAN)

SD	FA	CO	MUNC	SUM	3U/UP	CWA	CT	CWA/PART	MSIZ	SIZE	NO.OF H.H.	N	RAND.NO.
502	114	2	7	AO	2	32	1	1	C	C	165	157	39
502	255	2	7	AO	2	32	12	1	C	C	110	158	7
502	374	2	7	AO	2	32	11	1	C	C	150	159	88
503	114	49	6	AO	2	21	69	1	A	A	165	160	65
503	255	49	6	AO	2	21	73	1	A	A	150	161	90S
506	1	49	6	AO	2	21	96	1	A	A	110	162	46
506	119	49	6	AO	2	21	102	1	A	A	130	163	63
506	263	49	6	AO	2	21	111	1	A	A	105	164	59
507	25	49	4	AO	3	21	194	2	B	A	140	165	83
507	127	49	6	AO	2	21	137	1	A	A	205	166	68
507	226	49	6	AO	2	21	128	1	A	A	175	167	53
507	322	49	6	AO	2	21	136	1	A	A	230	168	1
507	424	49	5	AO	3	21	274	2	A	A	150	169	22
508	102	49	5	AO	3	21	277	2	A	A	170	170	16S
508	210	49	5	AO	3	21	276	2	A	A	200	171	97
508	316	49	5	AO	3	21	299	2	A	A	270	172	41
509	166	8	8	AO	2	7	200	3	D	D	165	173	61
510	31	9	15	AO	2	25	18	1	B	B	205	174	1
511	71	49	1	AO	3	21	221	2	B	A	155	175	45
511	202	49	1	AO	3	21	233	2	B	A	170	176	64
511	305	49	1	AO	3	21	153	2	B	A	155	177	77S
511	408	49	1	AO	3	21	238	2	B	A	245	178	80
512	63	47	21	AO	2	20	7	1	B	B	165	179	83
512	170	47	21	AO	2	20	4	1	B	B	170	180	73
515	16	49	6	AO	2	21	21	1	A	A	110	181	84
515	161	49	6	AO	2	21	23	1	A	A	160	182	40
515	307	49	6	AO	2	21	77	1	A	A	115	183	76
516	273	33	9	AO	3	10	136	2	3	A	155	184	93
516	401	33	9	AO	3	10	131	2	3	A	180	185	71
517	267	13	17	AO	2	0	0	0	C	D	185	186	82S
518	74	16	7	AO	2	21	613	2	C	A	140	187	46
518	259	16	5	AO	2	21	630	3	D	D	188	188	33
519	58	16	4	AO	2	5	216	2	C	B	260	189	75
519	164	16	4	AO	2	5	206	2	C	B	285	190	56
519	403	53	10	AO	2	5	130	2	D	B	190	191	51
520	17	53	8	AO	2	5	53	1	B	B	145	192	0
520	154	53	8	AO	2	5	32	1	B	B	220	193	37S
520	260	53	8	AO	2	5	62	1	B	B	175	194	19
521	69	53	8	AO	2	5	9	1	B	B	165	195	78
521	171	53	8	AO	2	5	22	1	B	B	140	196	96
521	273	53	8	AO	2	5	11	1	B	B	197	197	72
522	104	53	8	AO	2	5	72	1	B	B	315	198	59
522	191	53	11	AO	2	5	80	2	E	B	195	199	6
523	4	53	8	AO	2	5	34	1	B	B	170	200	92S
523	110	53	8	AO	2	5	43	1	B	B	170	201	4

ST	SA	CD	WJNC	SUBD	DIJ/UR	CMA	CT	CMA/PAPT	MSIZ	SIZE	N.O. OF H.M.	N	RAND.NO
---	---	---	---	---	---	---	---	---	---	---	---	---	---
523	224	53	8	AO	2	5	37	1	B	B	125	202	82
523	361	53	8	AO	2	5	46	1	B	R	145	203	58
524	64	17	21	AO	2	0	0	0	C	C	195	204	1
525	63	49	1	AO	3	21	217	2	B	A	125	205	80
525	210	49	3	AO	3	21	150	2	B	A	140	206	72
525	357	49	6	AO	2	21	102	1	A	A	300	207	3
527	168	19	14	AO	2	123	0	1	D	D	200	208	595
528	110	20	12	AO	2	0	0	0	C	C	285	209	32
528	64	10	16	AO	2	38	4	1	C	C	205	210	51
529	209	10	16	AO	2	38	10	1	C	C	180	211	17
529	310	10	16	AO	2	38	12	1	C	C	190	212	40
530	60	51	7	AO	2	6	7	1	B	B	195	213	83
530	161	51	7	AO	2	6	16	1	B	R	200	214	37
530	258	51	7	AO	2	6	21	1	B	R	260	215	715
531	9	49	1	AO	3	21	200	2	R	A	205	216	88
531	157	49	1	AO	3	21	206	2	B	A	165	217	87
531	304	49	1	AO	3	21	201	2	B	A	145	218	24
532	170	20	18	AO	2	0	0	0	D	D	160	219	56
534	314	22	17	AO	2	148	0	1	E	D	190	220	16
535	14	28	10	AO	2	13	110	3	D	D	185	221	88
535	220	28	8	AO	2	5	300	3	D	D	110	222	835
536	108	26	17	AO	2	7	14	1	B	B	80	223	1
536	251	26	17	AO	2	7	36	1	B	R	130	224	48
536	366	26	17	AO	2	7	27	1	B	B	140	225	74
537	103	26	17	AO	2	7	11	1	B	B	215	226	15
537	213	26	17	AO	2	7	17	1	B	B	215	227	14
537	353	26	17	AO	2	7	21	1	B	B	215	228	44
537	463	26	17	AO	2	7	44	1	B	B	175	229	41
538	168	26	17	AO	2	7	41	1	B	B	200	230	43
539	162	28	3	AO	2	13	206	3	C	C	210	231	835
539	260	28	3	AO	2	13	213	3	C	C	195	232	12
539	59	28	7	AO	2	13	330	3	D	D	170	233	16
539	106	29	16	AO	2	0	0	0	C	C	195	234	87
542	159	30	11	AO	2	0	0	0	D	D	195	235	81
544	66	32	3	AO	3	21	801	2	3	A	195	236	2
545	24	32	15	AO	2	41	100	2	D	B	185	237	72
545	123	32	12	AO	2	41	10	1	C	R	205	238	95
545	220	32	12	AO	2	41	11	1	C	B	145	239	4
545	317	32	15	AO	2	41	103	2	D	B	155	240	35
546	149	33	12	AO	2	10	62	1	B	A	255	241	77
546	256	33	12	AO	2	10	8	1	D	A	275	242	46
546	354	33	12	AO	2	10	2	1	B	A	125	243	75
547	67	33	12	AO	2	10	36	1	B	A	145	244	31
547	219	33	12	AO	2	10	39	1	B	A	220	245	65
547	366	33	12	AO	2	10	49	1	B	A	60	246	56

Region 3, page 3 ONTARIO (LARGE METRO AND OTHER URBAN) (CONTINUED)

EC	EA	CD	WJRC	SJRC	CM4	CT	CM4/PART	MS12	SIZE	NO. OF H.H.	N	RAND. NO	
548	69	33	12	A0	2	10	51	1	B	A	165	247	82
548	255	33	13	A0	2	10	100	2	D	A	160	248	84
549	4	33	12	A0	2	10	21	1	B	A	170	249	56
549	114	33	12	A0	2	10	26	1	B	A	135	250	75
549	216	33	12	A0	2	10	25	1	B	A	160	251	45
549	352	33	12	A0	2	10	43	1	B	A	140	252	87
550	210	34	12	A0	2	0	0	0	D	D	185	253	15
551	137	44	5	A0	2	21	5	1	A	A	205	254	25
551	254	44	6	A0	2	21	48	1	A	A	115	255	72
553	112	36	5	A0	2	21	570	3	C	C	205	256	9
553	214	36	5	A0	2	21	573	3	C	C	210	257	2
554	10	36	6	A0	2	21	500	2	B	A	275	258	28
554	137	36	6	A0	2	21	501	2	B	A	135	259	50
554	202	36	6	A0	2	21	508	2	B	A	140	260	47
554	270	36	6	A0	2	21	524	2	B	A	215	261	25
554	364	36	6	A0	2	21	525	2	B	A	215	262	195
555	109	37	12	A0	2	0	0	0	D	D	190	263	91
556	169	39	14	A0	2	42	10	1	C	C	120	264	71
556	320	38	14	A0	2	42	9	1	C	C	195	265	1
557	22	47	21	A0	2	20	22	1	B	B	90	266	64
557	159	47	21	A0	2	20	14	1	B	B	165	267	72
558	257	17	15	A0	3	81	0	2	4	D	215	268	54
560	7	49	6	A0	2	21	16	1	A	A	140	269	65
560	152	49	6	A0	2	21	68	1	A	A	130	270	35
560	259	49	6	A0	2	21	65	1	A	A	250	271	25
560	360	49	6	A0	2	21	87	1	A	A	155	272	22
561	103	21	12	A0	2	43	2	1	C	C	160	273	7
561	216	21	12	A0	2	43	8	1	C	C	170	274	41
561	322	21	20	A0	2	43	100	2	F	C	170	275	83
562	109	1	19	A0	2	44	5	1	C	C	110	276	22
562	226	1	19	A0	2	44	10	1	C	C	140	277	80
563	63	28	5	A0	2	13	3	1	B	B	100	278	81
563	214	28	5	A0	2	13	13	1	B	B	150	279	605
563	353	28	5	A0	2	13	16	1	B	B	190	280	27
564	4	49	6	A0	2	21	90	1	A	A	165	281	17
564	156	49	6	A0	2	21	118	1	A	A	280	282	52
564	305	49	6	A0	2	21	123	1	A	A	320	283	60
564	452	49	3	A0	3	21	167	2	B	A	85	284	87
564	565	49	2	A0	3	21	358	2	B	A	220	285	79
565	158	49	2	A0	3	21	333	2	B	A	170	286	845
565	252	49	2	A0	3	21	354	2	B	A	200	287	84
565	354	49	2	A0	3	21	364	2	B	A	120	288	44
566	12	49	2	A0	3	21	338	2	B	A	145	289	3
566	120	49	2	A0	3	21	344	2	B	A	195	290	15
566	251	49	2	A0	3	21	346	2	B	A	215	291	58

Region 3, page 4 ONTARIO (LARGE METRO AND OTHER URBAN) (CONTINUED)

ED

EA

CO

MUNC

SURD

RU/RU

CMA

CT

CMA/PART

MS12

SIZE

NO. OF H.H.

N

RAND-NO

292

293

294

295

296

297

298

299

300

301

302

303

304

305

306

307

308

309

310

311

312

313

314

315

316

317

318

319

320

321

322

323

324

325

326

327

328

329

330

331

332

333

334

335

336

200

190

230

135

105

100

145

150

150

150

230

190

160

225

185

280

240

145

155

215

155

130

165

165

130

145

170

230

140

115

180

235

150

130

165

245

220

180

175

170

155

190

265

150

D

D

D

A

A

C

C

C

C

C

D

A

B

D

D

D

C

C

C

C

C

B

B

B

B

B

B

A

A

A

A

A

A

B

B

A

A

A

C

C

D

B

B

1

0

0

1

1

0

2

1

1

0

0

1

95

165

0

106

151

160

302

320

3

1

11

36

21

41

5

26

29

289

297

320

311

312

190

181

185

184

262

321

420

401

366

371

375

52

0

130

21

59

0

110

6

19

11

0

80

21

13

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

3

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

AO

12

44

535

22

49

93

11

22

29

79

85

31

13

98

74

54

52

225

56

40

26

95

33

37

22

945

66

47

79

52

93

92

8

8

715

56

86

12

Region 3, page 5 ONTARIO (LARGE METRO AND OTHER URBAN) (CONTINUED)

EC	EA	CA	CM	WUC	SUB	BU/UP	CMA	CT	CMA/PART	MSIZ	SIZE	NO. OF H.M.	N	RAND. NO
585	561	49	5	A0	3	21	304	2	A	A	A	215	337	20
596	14	54	10	A0	2	21	430	3	D	D	D	200	338	45
586	157	54	9	A0	2	21	410	3	D	D	D	170	339	88
587	56	49	3	A0	3	21	159	2	B	B	A	170	340	235
587	204	49	3	A0	3	21	168	2	B	B	A	200	341	90
587	205	49	3	A0	3	21	168	2	B	B	A	180	342	45
587	314	49	5	A0	3	21	280	2	A	A	A	140	343	52
588	75	49	3	A0	3	21	176	2	B	B	A	190	344	6
518	173	49	5	A0	3	21	292	2	A	A	A	210	345	58
583	301	49	5	A0	3	21	315	2	A	A	A	210	346	96
588	402	49	1	A0	3	21	248	2	B	B	A	210	346	96

NO	EA	CT	MUNC	SURO	PU/PU	CMA	CT	CMA/PACT	MSIZ	SIZE	NO. OF H.H.	N	PAND. NO
501	207	1	17	AX	1	0	0	0	8	1	255	44	85
504	264	3	23	AO	2	0	0	0	6	G	225	45	465
505	11	1	17	AX	1	0	0	0	8	1	60	46	98
510	17	9	17	AO	2	25	150	3	F	F	150	47	76
513	61	24	5	AO	4	0	0	0	5	G	170	48	66
514	211	43	5	AO	2	0	0	0	5	G	195	49	6
516	52	12	1	AO	1	0	0	0	5	1	195	50	35
517	16	44	14	AO	1	0	0	0	5	1	180	51	57
519	309	53	4	AO	1	5	160	4	5	1	95	52	26
524	219	17	11	AO	1	0	0	0	7	1	85	53	41
526	304	18	6	AO	1	0	0	0	6	1	100	54	55
528	210	20	8	AO	1	0	0	0	7	1	160	55	56
532	108	20	2	AO	1	0	0	0	5	1	130	56	89
533	68	22	14	AO	2	0	0	0	F	F	185	57	33
534	261	22	10	AO	1	148	0	4	6	1	140	58	86
538	205	26	16	AZ	1	0	0	0	8	1	215	59	20
540	102	46	17	AO	1	19	190	4	4	1	265	60	35
542	9	14	7	AO	1	0	0	0	7	1	165	61	305
543	209	7	3	AO	3	0	0	0	5	G	155	62	64
544	101	32	3	AO	1	21	805	4	3	1	155	63	12
550	65	34	14	AO	2	0	0	0	E	E	215	64	89
552	71	27	6	AO	2	0	0	0	E	E	175	65	30
553	363	5	7	AO	2	0	0	0	E	E	195	66	67
555	211	37	15	AO	2	0	0	0	F	F	225	67	35
556	102	30	12	AO	1	0	0	0	5	1	120	68	985
558	265	17	15	AO	1	81	0	4	4	1	180	69	76
567	251	44	9	AO	1	0	0	0	5	1	170	70	66
571	52	47	17	AO	3	0	0	0	7	G	230	71	13
573	22	4	15	AO	2	0	0	0	E	E	165	72	72
575	302	17	13	AO	1	0	0	0	7	1	80	73	15
579	113	52	14	AO	2	215	0	1	E	E	210	74	35
579	307	5	4	AO	1	0	0	0	7	1	130	75	75

REGION 4: PRAIRIES (LARGE METRO AND OTHER URBAN)

NO.	EA	CO	NAME	STAD	OFFICE	CWA	CT	CWA/PAOT	MSIZ	SIZE	NO. OF H.H.	N	RAND. NO.
631	269	7	10	AO	2	0	0	0	C	C	250	347	555
632	205	15	24	AO	2	0	0	0	D	D	410	348	58
638	10	20	10	AO	2	26	102	2	C	A	180	349	47
638	108	20	10	AO	2	26	101	2	C	A	205	350	54
638	207	20	8	AO	2	26	111	2	C	A	160	351	1
638	310	20	8	AO	2	26	116	2	C	A	190	352	9
639	62	20	7	AO	2	26	130	2	C	A	195	353	47
639	157	20	3	AO	2	26	141	2	4	A	185	354	985
640	54	20	13	AO	2	26	43	1	B	A	195	355	68
640	156	20	13	AO	2	26	47	1	B	A	185	356	13
640	259	20	12	AO	2	26	53	2	D	A	180	357	63
641	71	20	13	AO	2	26	15	1	B	A	245	358	60
641	159	20	13	AO	2	26	29	1	B	A	160	359	85
641	261	20	13	AO	2	26	32	1	B	A	205	360	63
642	60	20	13	AO	2	26	4	1	B	A	195	361	126
642	162	20	13	AO	2	26	12	1	B	A	190	362	93
642	261	20	13	AO	2	26	10	1	B	A	195	363	54
643	14	20	13	AO	2	26	7	1	B	A	145	364	78
643	115	20	13	AO	2	26	18	1	B	A	190	365	83
643	218	20	9	AO	2	26	534	2	C	A	200	366	91
643	319	20	9	AO	2	26	537	2	C	A	115	367	91
702	420	16	18	AO	2	135	0	1	D	D	205	368	255
705	505	7	23	AO	2	0	0	0	C	C	185	369	16
706	314	15	26	AO	2	0	0	0	D	D	190	370	74
708	71	6	22	AO	2	12	11	1	B	B	155	371	95
708	214	6	22	AO	2	12	16	1	B	B	155	372	4
709	28	6	22	AO	2	12	4	1	B	B	195	373	53
709	122	6	22	AO	2	12	19	1	B	B	170	374	87
709	223	5	22	AO	2	12	25	1	B	B	165	375	39
710	109	11	21	AO	2	16	17	1	B	B	155	376	485
710	219	11	21	AO	2	16	20	1	B	B	200	377	31
711	221	11	21	AO	2	16	4	1	B	B	180	378	49
711	324	11	21	AO	2	16	11	1	B	B	195	379	18
713	351	9	18	AO	2	0	0	0	D	D	190	380	58
803	55	6	5	AO	2	1	27	1	B	B	195	381	86
803	153	6	5	AO	2	1	21	1	B	B	200	382	90
803	252	6	5	AO	2	1	45	1	B	B	140	383	56
803	356	6	5	AO	2	1	56	1	B	B	200	384	225
804	26	6	5	AO	2	1	40	1	B	B	250	385	18
804	125	6	5	AO	2	1	62	1	B	B	180	386	8
804	216	6	5	AO	2	1	74	1	B	B	205	387	86
804	315	6	5	AO	2	1	67	1	B	B	185	388	43
805	56	6	5	AO	2	1	8	1	B	B	195	389	80
805	158	6	5	AO	2	1	3	1	B	B	180	390	90
805	259	6	5	AO	2	1	28	1	B	B	140	391	105

ED	EA	CO	MUNC	SUBD	R/U/UP	CMA	CT	CMA/PART	MSIZ	SIZE	NO. OF H.H.	N	RAND. NO
805	356	6	5	A0	2	1	15	1	B	8	210	392	44
807	355	11	7	A0	2	3	34	1	B	9	280	393	72
807	157	11	7	A0	2	3	46	1	B	8	180	394	36
807	259	11	7	A0	2	3	53	1	A	A	175	395	61
807	359	11	7	A0	2	3	66	1	B	8	255	396	38
808	59	11	7	A0	2	3	41	1	B	8	145	397	77
808	158	11	7	A0	2	3	56	1	B	8	200	398	135
808	263	11	7	A0	2	3	73	1	B	8	150	399	78
809	12	11	7	A0	2	3	2	1	B	8	225	400	54
809	112	11	7	A0	2	3	3	1	B	8	155	401	13
809	212	11	7	A0	2	3	22	1	B	8	310	402	86
809	315	11	7	A0	2	3	20	1	B	8	185	403	98
910	24	11	7	A0	2	3	7	1	B	8	200	404	11
910	122	11	7	A0	2	3	25	1	B	8	185	405	785
910	221	11	7	A0	2	3	51	1	B	8	190	406	65
910	329	11	7	A0	2	3	76	1	B	8	80	407	83
911	205	2	5	A0	2	0	0	0	C	C	185	408	12
812	305	1	5	A0	2	65	0	1	0	0	140	409	17
913	205	6	5	A0	2	1	38	1	B	8	225	410	92
913	276	6	5	A0	2	1	50	1	B	8	250	411	1
814	65	15	14	A0	2	0	0	0	0	0	190	412	705
816	201	8	7	A0	2	0	0	0	0	0	220	413	10

-490-

APPENDIX IX INTERVIEWER INSTRUCTIONS

Printed interviewing and sampling instructions were left with each interviewer after the personal briefing session.

This appendix contains a reduced copy of both the English and the French versions of these instructions.

INTERVIEWER'S INSTRUCTIONSTHIS IS IMPORTANT

1. Read instructions fully with your questionnaire beside you.
2. Always use a pencil - never a ballpoint or pen.
3. Always print the answers - never write.
4. Be sure to circle only the correct number or "X" the correct box that is beside the answer given to the question asked.
5. All questions must be answered. If they are not, an explanation of this must be included.
6. Follow the SKIP patterns and the arrows which indicate which question is to be left out and/or asked next.
7. Follow instructions on the questionnaire such as "DO NOT READ LIST" and "DO NOT SUGGEST". These instructions are written so that we can get answers that are as unbiased as possible.
8. For some questions we have provided cards to help the respondent in giving you an answer. Be sure always to hand the right card and take it back after you have finished asking him/her that question.
9. Always read the questions as they are written, and in the order in which they appear.
10. Please remember to emphasize the underlined words.
11. Deadline date must be met. If you foresee any problems in meeting your deadline date, contact your supervisor immediately.
12. If you have contracted to do this study, it must be completed according to instructions or payment can be withheld.
13. 15% verification is conducted on all your work. Therefore, it is most important that you obtain the name, address and telephone number of each person you interview.

BACKGROUND TO THE STUDY:

This is your copy of the interviewer's instructions for the Public Attitude Survey and we hope that it will assist you in conducting complete and accurate interviews. This study is being carried out on a nation-wide basis.

The questionnaire itself consists of two parts -- one to be administered by you, the interviewer, and the second to be filled in by the respondent with your help.

TYPE OF INTERVIEW:

This is a personal interview (approximately 40 minutes long) to be conducted at the home of the respondent.

WHERE TO INTERVIEW:

For each area, you will be provided with a map showing you exactly where you are to interview.

When you get to the area where you are to interview, locate the starting point marked on the map and once you have done this follow the arrows that indicate the route you are to follow. YOU MUST NOT VARY FROM THIS ROUTE.

NOTE: On maps where there is more than one starting point indicated, begin at the first one. Then go on to the second one only if you were unable to complete your quota of interviews from the first starting point.

QUOTA:

SMALL TOWN OR RURAL AREA

For each map you are given - complete 10 interviews.

URBAN AREA

For each map you are given - complete 5 interviews.

WHEN TO INTERVIEW:

In this study you will be interviewing males and females, 15 years of age and over. Since most of the selected respondents will be working during the daytime or at school it is most important that you begin the first contacts for each area during the evenings on weekdays and during the daytime on Saturday. IN RURAL AREAS where people are more likely to be home during the day, interviewing may be carried out at any time during the day or evening, as well as Saturday.

IN SMALL TOWN and URBAN areas interviewing may only be carried out after 6:00 p.m. in the evening. The only other time that interviewing may be carried out during the daytime is if the selected respondent is not at home and it is suggested that the best time to reach him/her is during the daytime (e.g. if the eligible respondent is a non-working adult, or works shifts and isn't available in the evening).

We do not suggest that you carry out any interviewing on Sundays unless someone has specifically asked you to come back then.

WHO IS QUALIFIED:

On the first page of the questionnaire, you will be listing all the members in the household 15 years of age or over from the youngest to the oldest. One of these people will be selected as the eligible respondent in that household.

HOW TO SELECT THE ELIGIBLE RESPONDENT:

Below is a copy of the respondent selection pair of the questionnaire with an example filled in.

<u>FIRST NAME</u>		<u>AGE</u>	<u>RESPONDENT</u>
Janet	16	16	SELECTION NUMBER FOR THIS INTERVIEW IS: <u>7</u>
Bob	27	18	
Mary	31	19	
Anne	41	43	
Gordon	51	45	

Having listed the names of all people in the household 15 years of age and over beginning with the youngest, you must then refer to the RESPONDENT SELECTION NUMBER at the right hand side of the page (these numbers range from 1 to 9 and only one number will appear on each of your questionnaires). Keeping this number in mind begin counting down the list of names until you reach that number. The person whose name appears on that line is the person you are to interview in that household. If, as in the example above, the respondent selection number is greater than the number of people 15 years and over in the household, you would begin counting at the top of the list, count down the names, then return to the top and continue counting in this manner until you have reached the selected number "7". You would then interview the person whose name appeared on that line. In the example above (as indicated by the small numbers to the right of the names) the selected respondent for the household would be Bob, aged 19. If the respondent selection number had been "3", you would have to interview "Mary" and so on.

Once you have determine the selected respondent in the household you cannot interview anyone else in that household other than Bob. If the wrong person is interviewed, the interview will not be counted and you will not be paid for that interview. If you are not absolutely certain of how to go about selecting the eligible respondent, contact your supervisor immediately.

IF THE SELECTED RESPONDENT IS NOT AT HOME, ARRANGE A CALL-BACK

CALL-BACKS AND SKIP PATTERN:

If you were unable to contact or interview the eligible respondent, we would like you to go back to that household again. Your call-back procedure will vary depending on the areas you have been assigned. However, there are few general rules we would like you to follow in whatever area you are going to be interviewing.

1. Try to find out what time the eligible respondent will be home and set up an appointment to come back.
2. If you cannot set up an appointment suggest to whoever is at home that you will be in the area at a certain time and ask if you can drop in then.

In urban areas you must make 2 additional attempts to reach the eligible respondent; in small town or rural areas only 1 additional attempt is required since the proportion of "not at home" is much lower in these places. To determine which type of area you are interviewing in, please refer to your recording sheets for each starting point.

Let's look at each of the areas separately.

URBAN

CALL-BACKS - here you are to complete 5 interviews per starting point for each map you have been assigned.

- in these areas you should not make a call-back until the following day at the earliest.
- for example, if you called on a house at 6:30 p.m. and you did not get an answer, go back the following evening but either later or earlier. If there was no one at home at 6:30 p.m. the night before, it is likely that they will not be home at that particular time the second time you call. The same rule is applied for the 3rd attempt.

SKIP PATTERN If you get a "no answer" or the qualified respondent is "not at home", or you complete an interview SKIP 3 HOUSES before you begin interviewing again.

If you have an apartment dwelling on your route whether duplex, triplex, etc. or high rise, you must make all attempts to get into these dwellings to conduct your interviews (you can always call on the superintendent for your first interview)

IN A BUILDING:	YOU MAY COMPLETE
1 - 3 storey high	1 interview only
4 - 6 storey high	2 interviews
7 - 9 storey high	3 interviews
10 -12 storey high	4 interviews
13 or more storey high	5 interviews

You may only complete one interview per floor. If you are unable to complete an interview at the first door you knock at because there is no answer or the eligible respondent is not available, you must plan to make a call-back and go on to your next household (i.e. the next building if the apartment is 1 - 3 storey, or the next floor if the apartment is 4 storey high or more).

SMALL TOWN

- CALL-BACKS** - here you have been asked to complete 10 interviews for each map you have been assigned.
- if you have driven between 25 miles to 50 miles one way from your home, you may make your call-back (second attempt) on the same day BUT only if it is a SATURDAY.
 - if you have driven more than 50 miles one-way from your home, you may make your call-back (second attempt) on the same day whether it is on a Saturday or during the week.
 - in either case, be sure to let 2 or 3 hours go by before you try again unless you have set up an appointment.

SKIP PATTERN Again, if there is a "no answer" or selected respondent is "not available" or you have completed an interview SKIP 3 HOUSES. Otherwise go to every house.

RURAL AREAS

- CALL-BACKS** - here you have been asked to complete 10 interviews for each map you have been assigned.
- you CAN make your call-backs on the same day but be sure to let a reasonable amount of time go by before you try again the second. For example 2 or 3 hours.

SKIP PATTERN Be sure to knock at every house. YOU DO NOT SKIP ANY.

IN ALL INTERVIEWING AREAS

If you return to a household and the eligible respondent refuses to be interviewed or if after all call-backs you are unable to reach the eligible respondent, that household must be replaced (i.e. you must call at a new house) by going to where you left off on the street and carrying on interviewing in the same manner.

RECORDING SHEETS:

Special recording sheets are included in your kit on which you are to record the outcome everytime you go to a house. These sheets must be kept accurately and up-to-date and must be returned with your completed interviews.

For each attempt you make to reach an eligible respondent in a particular household there is space on the recording sheet to record the outcome. Each time you call on a particular household, you must record the date and time and then, using the response codes at the bottom of the sheet enter the appropriate code number in the column marked response code for that attempt. It is essential that you record the outcome of each call-back you make to a particular house.

On your first call at a particular house record the name of the eligible respondent in the space provided. This should assist you in asking for the correct person when making your call-back(s). If the eligible respondent is not at home the first time, try to set up an appointment to come back. Write down the date and time you have set-up in the column marked "Appointment For Call-Back" under "Second Attempt" (that is you have an appointment for a second attempt). In URBAN AREAS you would follow the same procedure for a Third Attempt if the interview was not completed on the second attempt or if the respondent was still unavailable.

All recording sheets must be returned to your supervisor with the completed questionnaire for each of your interviewing area(s).

FIRST NIGHT'S WORK:

Whether you complete one or five interviews the first time you go out to interview, be sure to send it in to your supervisor immediately, so that it can be checked. Failure to do this can result in payment being withheld at the completion of the study.

DEADLINE DATE:

Please see your wage sheet(s) for your deadline date. If you anticipate any difficulty in meeting the deadline date, contact your supervisor immediately.

ALL INTERVIEWERS PLEASE NOTE:

TRAVEL TIME is the amount of time spent travelling from home to the starting point and the time spent returning from starting point to home. All other time is considered INTERVIEWING TIME.

KIT:

For each interviewing area that you are assigned you will be given a kit that will include all the materials you will need to complete the quota of interviews for that area. Each kit will contain the following items:

	<u>URBAN AREAS</u>	<u>SMALL TOWN/RURAL AREAS</u>
Map	1	1
Questionnaires (pre-numbered)	5 + 1 extra	10 + 2 extra
Respondent booklet (pre-numbered)	5 + 1 extra	10 + 2 extra
Card sets	1	2
Recording Sheets	2	4
Interviewer Instructions	1	1
Wage Sheets	1	2
I.D. Cards	1	2
Elastic bands	5 + 1 extra	10 + 2 extra

As mentioned earlier, this interview consists of two parts - a questionnaire that you administer and a RESPONDENT BOOKLET that you help each respondent to complete. You will see that in each kit there are the same number of questionnaires and respondent booklets (plus extras as noted should you need them). Both the questionnaires and booklets have been pre-numbered in the top right hand corner with corresponding 4 digit numbers. If you interview a respondent using, for example, questionnaire number 2173, then you must use the respondent booklet with the same number, 2173 for that interview. When both parts of the interview have been completed, the questionnaire and the respondent booklet should be bound together with an elastic band.

Please note: All questionnaires including those extras that you do not use must be returned at the end of the study.

THE QUESTIONNAIRE:

Record time interview started on front page of questionnaire. List first names of all people in the household 15 years of age or over and determine the eligible respondent following instructions given under the headings "Who Is Qualified" and "How To Select The Eligible Respondent".

SECTION I

- Qu. 1: Hand Card "A" to respondent. READ LIST and rotate the order of reading list from interview to interview. Please indicate which phrase you read first by placing an "X" in the appropriate box at the left. If respondent mentions something other than those things listed on the card, write in his answer in the space provided under the heading "OTHER".
- Qu. 2 - 5: Circle appropriate answer code.
- Qu. 6: DO NOT READ LIST. Circle appropriate answer code.
- Qu. 7: Circle appropriate answer code. If "no" skip to SECTION 2. (Page 7)
- Qu. 8a): DO NOT READ LIST. If "NONE" skip to Qu. 9a).
- Qu. 8b): READ LIST. Accept one answer only.
- Qu. 9a): DO NOT READ LIST. If "NONE" skip to Qu. 10a).
- Qu. 9b): READ LIST. Accept one answer only.
- Qu. 10a): Enter names of programmes mentioned in the spaces provided.
- Qu. 10b): Ask for each programme mentioned in Qu. 10a. From the box below decide what type of show each one is, and enter the appropriate code number in the box beside each show. Accept one answer only. For example if the respondent classifies a programme as a "Mystery Movie" you must have him choose one or the other by asking "Would you consider that a Mystery programme or a Movie?".
- Qu. 10c): READ LIST and circle code beside each type mentioned.
- Qu. 11 - 14b): Straightforward. Pay close attention to skip patterns.
- Qu. 15: Record answer as a two digit number, e.g.

0	6
"Six"	

1	5
"Fifteen"	

- Qu. 16a): If "No" skip to Qu.17. There is a typing mistake here - obviously 'compalined' should be 'complained'.
- Qu. 16b): DO NOT READ LIST. Circle appropriate answer code. Record any answers other than those listed in the space provided.
- Qu. 17: Same as Qu. 16. Probe with "Anyone else?" Another typing error here - "say" should be "saw".

SECTION II, III, IV

- Qu. 18 - 22: Read each statement and circle appropriate answer code. Rotate order of reading statements from interview to interview. Place an "X" in the box beside the group of statements that you read first. If you begin reading near the bottom of the page remember to go back to the top and get an answer for each statement.

Please note: Section IV is pages 10, 11, 12 and 13.

SECTION V

Read introduction and hand CARD "E" to the respondent.

Read the explanation of CARD "E" slowly allowing the respondent plenty of time to follow the explanation and understand the questions.

Repeat for the example on CARD "F". Go on with the RESPONDENT BOOKLET when you are certain that the respondent has understood the examples you have gone through. HAND RESPONDENT BOOKLET to the respondent and read the instructions to him/her.

Each time the respondent begins a new page, in the booklet, you must read through all the possible situations with him/her. Begin by reading the alternatives that are offered across the top of the page and then those down the left hand side. (Remember, go from the front of the booklet, administering it as you would be reading a book. The second page is on THE BACK of the first one and so on).

Invite the respondent to make his first choice among the alternatives given, then his second choice and so on until all the boxes are filled in. You may find that some respondents may have difficulties choosing after their first, second or third choice. Should this situation arise, here are some ways in which you might help the respondent to make further choices. For example, if the respondent had managed to fill in only 5 out of 9 boxes (representing his first five choices) you could say "Which of these situations would you least like to see happen?" You would then ask the respondent to place a 9 in that box. And you would continue in this manner until all boxes have been filled in.

The questionnaire will be useless if your respondent does NOT record an answer in every box. Watch carefully to ensure your respondent does not record the same number twice.

BASIC DATA:

Qu. A) READ LIST. Circle appropriate answer code.

Qu. B) Circle appropriate answer code. If "one", skip to Qu. D.

Qu. C) READ LIST. Record number of people in each age group in appropriate boxes. Must total to number in B.

Qu. D) Circle appropriate answer code. If respondent is unmarried, skip to Qu. F.

Qu. E) Circle appropriate answer code.

TAKE BACK CARD "F"

Qu. F & G) DO NOT READ LIST. Circle appropriate answer code. Record answers other than those listed in the space provided.

Qu. H) Circle appropriate answer code.

Remember to record Language of Interview and Sex of Respondent.

Turn over to the front of the questionnaire and record the name, address, and telephone number of the respondent and the time the interview was completed. Also please record the map number of your interviewing area which you will find at the top, right hand corner of your recording sheet.

When you have all this information, check to see that the respondent's name is on the "RESPONDENT BOOKLET" and put both parts together with an elastic band.

At the fifteen minute, the eligible respondent, Linda, was not interested in being interviewed so the interviewer continued on to the house next door.

INSTRUCTIONS AUX INTERVIEWERSCECI EST IMPORTANT:

1. Veuillez lire toutes les instructions en ayant le questionnaire à vos côtés.
2. Toujours vous servir d'un crayon - jamais d'un stylo à bille.
3. Toujours écrire en lettres moulées - ne jamais écrire les réponses.
4. Assurez-vous d'encrer seulement le chiffre approprié ou mettre un "X" dans la boîte appropriée qui se trouve vis-à-vis de la réponse donnée à la question demandée.
5. Toutes les questions doivent avoir une réponse. Sinon, veuillez fournir une explication indiquant pourquoi une ou l'autre des questions n'aurait pas été répondue.
6. Suivez les FLECHES indiquant quelles questions poser ou passer.
7. Suivez les directives telles que NE PAS LIRE LA LISTE et NE PAS SUGGERER. Ces directives servent à aider à obtenir des réponses aussi objectives que possible.
8. Pour quelques questions nous avons préparé des cartes pour aider le répondant à vous donner une réponse. Assurez-vous de toujours lui donner la bonne carte et reprenez-la après lui avoir demandé cette question.
9. Lisez toujours les questions de la façon dont elles sont écrites et selon l'ordre dans lequel elles sont placées.
10. Souvenez-vous d'insister sur les mots soulignés.
11. Le tout doit être terminé à la date limite. Si vous prévoyez ne pas pouvoir rencontrer la date limite, contactez immédiatement votre superviseur.
12. Si vous avez accepté de faire le travail d'entrevue pour cette étude, il faut le faire selon les instructions données. Sinon, nous nous verrons forcés de retenir votre rémunération.
13. Nous effectuons un contrôle de 15% sur tout votre travail. Donc, il est très important que vous obteniez le nom, l'adresse et le numéro de téléphone de chaque personne que vous interviewez.

Voici une copie des instructions aux interviewers pour l'étude sur l'Opinion Publique qui, nous espérons, vous aidera à effectuer complètement et correctement vos entrevues. Cette étude est faite à l'échelle nationale.

Le questionnaire lui-même consiste de deux parties -- la première doit être administrée par vous, l'interviewer, et la seconde doit être remplie par le répondant avec votre aide.

GENRE D'ENTREVUE:

Ceci est une entrevue personnelle (d'une durée approximative de 40 minutes à 1 heure) à être effectuée au domicile du répondant.

OU INTERVIEWER:

Pour chacune des régions, vous aurez en votre possession des cartes qui vous indiqueront exactement l'endroit où vous devrez effectuer vos entrevues.

Lorsque vous serez dans la région où vous devez interviewer, repérez le point de départ indiqué sur la carte (S.P.--) et une fois le point de départ repéré suivez les flèches qui indiquent la route à suivre. VOUS DEVEZ VOUS EN TENIR A CETTE ROUTE.

NOTE: Sur certaines cartes où il y a plus qu'un point de départ indiqué, commencez au premier (S.P. 1--). Si vous avez été incapable de compléter votre quota à ce premier point alors vous pouvez aller au deuxième point de départ.

QUOTA:

PETITE VILLE, VILLAGE OU REGION RURALE

Pour chacune des cartes attribuées - complétez 10 entrevues.

REGION URBAINE (GRANDE VILLE)

Pour chacune des cartes attribuées - complétez 5 entrevues.

QUAND INTERVIEWER:

Pour ce sondage vous interviewerez des hommes et des femmes de 15 ans ou plus. Etant donné que la plupart des répondants choisis seront au travail ou à l'école pendant la journée, il est très important que vous commenciez vos entrevues le soir - du lundi au vendredi - et toute la journée le samedi. DANS LES REGIONS RURALES où les gens sont plus susceptibles d'être à la maison pendant la journée, les entrevues peuvent être effectuées le jour ou le soir, tout comme les samedis.

DANS LES PETITES VILLES, VILLAGES ET REGIONS RURALES les entrevues peuvent être effectuées après 6:00 p.m. le soir. Les seules fois qu'une entrevue pourrait être effectuée pendant le jour, serait si le répondant choisi n'est pas à la maison et qu'on vous aurait suggéré que le meilleur moment de le rejoindre serait pendant la journée (e.g., si le répondant choisi ne travaille pas, ou travaille le soir).

On ne vous conseille pas d'effectuer des entrevues les dimanches à moins qu'une personne vous aurait précisé de revenir cette journée là.

QUI SE QUALIFIE:

Sur la première page du questionnaire, vous devez enregistrer le prénom et l'âge de chacun des membres du foyer âgés de 15 ans ou plus, du plus jeune au plus vieux. Une de ces personnes sera choisie comme le répondant qualifié pour ce foyer.

COMMENT CHOISIR LE REpondant:

Ci-dessous une copie de la sélection du répondant faisant partie du questionnaire avec un exemple.

PRENOM	AGE	LE NUMERO DE SELECTION DU REpondant POUR CETTE ENTREVUE EST: . 7
LOUISE 1	16	
ROBERT 2	18	
MARIE 3	19	
DENISE 4	43	
ROLAND 5	45	

Après avoir enregistré les prénoms de tous les membres du foyer âgés de 15 ans ou plus du plus jeune au plus vieux, vous devez vous référer au NUMERO DE SELECTION DU REPONDANT à la droite de la page (ces chiffres varient de 1 à 9 et un seul chiffre sera inscrit par questionnaire). En gardant ce chiffre en mémoire commencez à compter du premier prénom jusqu'à ce que vous arriviez au chiffre de sélection. Le nom de la personne apparaissant sur cette ligne est la personne qui doit être interviewé dans ce foyer. Si, comme dans l'exemple donné à la page précédente, le numéro de sélection est plus élevé que le nombre de personnes dans ce foyer, commencez à compter de haut en bas et revenez au premier nom jusqu'à ce que vous arriviez au chiffre de sélection "7". Vous devrez donc interviewer la personne dont le nom apparaît sur cette ligne. Dans l'exemple de la page précédente (en ayant "7" comme chiffre de sélection) le répondant choisi est Robert âgé de 19 ans. Si le chiffre de sélection avait été "3", la personne à être interrogée aurait été "Marie" et ainsi de suite.

Une fois que le répondant a été choisi pour ce foyer vous ne pouvez pas interviewer une autre personne que Robert. Si la mauvaise personne a été interrogée, votre entrevue ne sera pas comptée et vous ne serez pas payé pour cette entrevue. Si vous n'êtes pas absolument certain sur la façon de choisir votre répondant éligible, n'hésitez pas à contacter votre superviseur, immédiatement.

SI LE REPONDANT CHOISI N'EST PAS A LA MAISON, FIXEZ UN RENDEZ-VOUS

RETOURS ET MODE D'ALTERNANCE:

Si vous avez été incapable de parler ou d'interviewer le répondant choisi, nous aimerions que vous retourniez à ce foyer. La façon de faire les "RETOURS" varient dépendant de l'endroit (région) qui vous aura été assigné. Cependant, il y a quelques points généraux que nous aimerions que vous suiviez sans prendre en considération la région d'interview.

1. Essayez de savoir quand le répondant choisi sera à la maison et fixez un rendez-vous.
2. Si vous ne pouvez pas fixer un rendez-vous, dites à la personne à la maison que vous serez dans la région prochainement et demandez si vous pouvez revenir à ce moment là.

Dans les régions urbaines vous devez faire 2 "RETOURS" pour rejoindre le répondant choisi, dans les petites villes, villages ou régions rurales un seul "retour" sera nécessaire, étant donné que la proportion "des personnes pas à la maison" est beaucoup moins élevée. Afin de déterminer dans quel genre de région vous ferez vos entrevues, veuillez vous référer à vos feuilles de rapport pour chacun de vos points de départ.

Voyons maintenant pour chacune des régions séparément.

URBAINES

RETOURS

- vous devez compléter 5 entrevues par point de départ pour chacune des cartes qui vous ont été assignées.
- dans ces régions vous ne devrez pas faire vos "retours" avant la journée suivante, pas avant.
- par exemple, si vous avez fait un contact à 6:30 p.m. et que vous n'avez pas obtenu de réponse, retournez le soir suivant mais préférablement plus tôt ou plus tard. S'il n'y avait personne à la maison à 6:30 p.m. le soir précédent, il est probable que les gens ne soient pas à la maison à ce temps précis la seconde fois que vous y retourneriez. Le même règlement s'applique pour le 3ième contact.

MODE D'ALTERNANCE-

Si vous avez un "pas de réponse" ou le répondant qualifié "n'est pas à la maison", ou que vous avez complété une entrevue PASSEZ 3 MAISONS avant de commencer à interviewer de nouveau.

Si vous avez sur votre route des maisons à appartements, soit des duplex, triplex, etc. ou un édifice élevé, vous devez faire votre possible pour effectuer des entrevues dans ces appartements (vous pouvez toujours demander au concierge pour votre première entrevue).

DANS UN EDIFICE:

1 à 3 étages
4 à 6 étages
7 à 9 étages
10 à 12 étages
13 étages ou plus

VOUS POUVEZ COMPLETER

1 entrevue seulement
2 entrevues
3 entrevues
4 entrevues
5 entrevues

Vous ne devez compléter qu'un interview par étage. Si vous ne pouvez compléter un interview à la première porte à laquelle vous frappez parce qu'on ne répond pas, ou que la personne éligible est absente, vous devez vous organiser pour revenir et continuer à votre prochain foyer (i.e., le prochain édifice s'il a 1 - 3 étages ou le prochain plancher si l'édifice a 4 étages ou plus).

PETITE VILLE RETOURS

- Ici on vous a demandé de compléter 10 entrevues pour chaque district qui vous a été assigné.
- si vous êtes éloigné de 25 à 50 milles de votre domicile, vous pouvez faire votre retour (deuxième contact) le même jour mais seulement si c'est un samedi.
- si vous êtes éloigné de plus de 50 milles de votre domicile, vous pouvez faire votre retour (second contact) le même jour, que ce soit un samedi ou durant la semaine.
- dans un cas comme dans l'autre, soyez certaine d'attendre 2 ou 3 heures avant d'essayer à nouveau, à moins d'avoir fixé un rendez-vous.

MODE D'ALTERNANCE- S'il n'y pas de réponse, ou si le répondant choisi n'est pas libre, ou si vous avez complété une entrevue, passez 3 maisons. Autrement, allez à chaque maison.

REGIONS RURALES

RETOURS

- Ici on vous a demandé de compléter 10 entrevues pour chaque territoire qu'on vous a assigné.
- vous pouvez faire vos retours le même jour, mais soyez assurée de laisser s'écouler un temps raisonnable avant d'essayer une deuxième fois. Par exemple, 2 ou 3 heures.

MODE D'ALTERNANCE- Soyez assurée de frapper à chaque porte. N'en passez aucune.

DANS TOUS LES TERRITOIRES D'INTERVIEWS:

Si vous retournez à une maison et que le répondant éligible refuse d'être interviewé, ou si après tous les retours vous ne pouvez rejoindre le répondant éligible, cette maison doit être remplacée (i.e., vous devez frapper à une nouvelle maison) en allant où vous vous êtes arrêtée sur la rue et en continuant d'interviewer de la même manière.

FEUILLES DE RAPPORT:

Des feuilles de rapport spéciales sont incluses dans votre "kit" sur lesquelles vous devez inscrire le résultat à chaque fois que vous frappez à une porte. Ces feuilles doivent être remplies avec précision, chaque jour, et doivent être retournées avec vos interviews complétés.

Pour chaque essai que vous faites pour rejoindre un répondant éligible dans une certaine maison, il y a un espace sur la feuille de rapport pour inscrire le résultat. A chaque fois que vous faites une visite à une certaine maison, vous devez enregistrer la date et l'heure et ensuite, vous servant des codes de réponses au bas de la feuille, inscrire le numéro de code approprié dans la colonne marquée code de réponse pour cet essai. Il est essentiel que vous enregistriez le résultat de chaque retour que vous faites à une maison en particulier.

A votre premier essai à une maison en particulier, enregistrez le nom du répondant éligible dans l'espace prévu. Cela vous aidera à demander la bonne personne quand vous ferez vos retours. Si la personne éligible est absente, la première fois, essayez de fixer un rendez-vous pour votre prochaine visite. Inscrivez la date et l'heure fixée dans la colonne marquée "Rendez-vous pour retour" sous "Deuxième tentative" (si vous avez un rendez-vous pour une deuxième tentative). Dans les régions urbaines vous suivriez la même procédure pour une Troisième tentative si l'interview n'a pas été complété à la deuxième tentative, ou si le répondant était encore absent.

Toutes les feuilles de rapport doivent être retournées à votre superviseur avec les questionnaires complétés pour chacune de vos régions à interviewer.

LE TRAVAIL DU PREMIER SOIR:

Même si vous complétez une ou cinq entrevues la première fois que vous sortez pour interviewer, soyez certain de faire parvenir immédiatement votre travail du premier soir à votre superviseur pour qu'elle le vérifie. Si cela n'est pas accompli, le paiement peut être retenu à la fin de l'étude.

DATE LIMITE:

Veuillez regarder votre feuille de temps pour connaître la date limite. Si vous anticipez une difficulté quelconque à rencontrer la date limite, contactez immédiatement votre superviseur.

TOUS LES INTERVIEWERS - VEUILLEZ PRENDRE NOTE:

Le temps de déplacement est le temps dépensé pour le voyageement de la maison jusqu'au point de départ et le temps dépensé en retournant du point de départ à la maison. Tout autre temps est considéré comme TEMPS D'INTERVIEW.

"KIT":

Pour chaque région à interviewer vous recevrez un "kit" qui comprendra tout le matériel dont vous aurez besoin pour compléter le quota d'entrevues pour chaque région. Chacun des "kits" comprend les items suivants:

	<u>REGIONS URBAINES</u>	<u>PETITE VILLE/REGION RURALE</u>
Carte géographique	1	1
Questionnaires (pré-numérotés)	5 + 1 extra	10 + 2 extra
Livret du répondant (pré-numéroté)	5 + 1 extra	10 + 2 extra
Séries de carte	1	2
Feuilles de rapport	2	4
Instructions aux interviewers	1	1
Feuilles de temps	1	2
Cartes d'identité	1	2
Bandes élastiques	5 + 1 extra	10 + 2 extra

Comme mentionné plus tôt, cette entrevue comprend deux parties - un questionnaire que vous administrez et un LIVRET DU REpondANT pour lequel vous aidez le répondant à compléter. Vous verrez que dans chacun des "kits" les mêmes numéros des questionnaires correspondent aux LIVRETS DES REpondANTS (des extras en plus au cas où vous en auriez besoin). Les deux questionnaires et livrets ont été pré-numérotés au haut du côté droit ayant les 4 numéros similaires. Si vous interviewez un répondant utilisant, par exemple, le questionnaire numéro 2173, vous utiliserez le livret du répondant possédant également 2173 pour cette entrevue. Lorsque les deux parties de l'entrevue auront été complétées, le questionnaire et le livret du répondant devront être rattachés ensemble par une bande élastique.

Veuillez noter: Tous les questionnaires incluant ceux de trop (que vous n'utilisez pas) doivent être retournés à la fin de l'étude.

LE QUESTIONNAIRE:

Inscrire l'heure à laquelle l'interview a commencé sur la première page du questionnaire. Inscrire les prénoms de toutes les personnes de 15 ans ou plus, et déterminez le répondant éligible en suivant les instructions données sous l'entête "QUI EST QUALIFIÉ" et "COMMENT CHOISIR LE REpondANT ELIGIBLE".

SECTION 1

Qu. 1: Présentez la carte "A" au répondant. LISEZ LA LISTE et alternez l'ordre de lecture d'une entrevue à l'autre. S.V.P. indiquez quelle phrase vous lisez la première en plaçant un "X" dans la case appropriée à gauche. Si le répondant mentionne quelque chose d'autre que ce qui est énuméré sur la carte, écrivez sa réponse dans l'espace prévu sous la mention "AUTRE".

Qu. 2 - 5: Encerchez le code de réponse approprié.

Qu. 6: NE LISEZ PAS LA LISTE. Encerchez le code approprié.

Qu. 7: Encerchez le code de réponse approprié. Si "Non", passez à la section 2 (page 7).

Qu. 8a): NE LISEZ PAS LA LISTE. Si "AUCUN", passez à la Qu. 9a).

Qu. 8b): LISEZ LA LISTE. Acceptez une réponse seulement.

Qu. 9a): NE LISEZ PAS LA LISTE. Si "AUCUN", passez à la Qu. 10a).

Qu. 9b): LISEZ LA LISTE. Acceptez une réponse seulement.

Qu. 10a): Inscrire les noms des programmes mentionnés dans les espaces prévus.

Qu. 10b): Demandez pour chaque programme mentionné à la Qu. 10a). D'après la case en-dessous, décidez quel genre de programme est chacun, et inscrire le numéro de code approprié dans la case près de chaque programme. Acceptez une réponse seulement. Par exemple, si le répondant classifie un programme comme "Film-mystère" vous devez lui faire choisir un ou l'autre en demandant "Est-ce que vous considérez ceci comme un film ou comme un programme mystère?".

Qu. 10c): LISEZ LA LISTE et encerchez le code à côté de chaque type mentionné.

Qu. 11-14b): Exactement. Faites bien attention aux modes d'alternance.

Qu. 15: Enregistrez la réponse comme un numéro à deux chiffres, e.g.

0	5
---	---

"Six"

1	5
---	---

"Quinze"

Qu. 16a): Si "non" passez à la Qu. 17.

Qu. 16b): NE LISEZ PAS LA LISTE. Encerchez le numéro de code approprié. Inscrivez toutes les réponses autres que celles listées dans l'espace prévu.

Qu. 17: Même que Qu. 16. Approfondissez avec: "Quelqu'un d'autre?".

SECTION II, III, IV

Qu. 18-22: Lisez chaque déclaration et encerclez le code réponse approprié. Alternez l'ordre de lecture d'un interview à l'autre. Placez un "X" dans la case près du groupe ou le premier. Si vous commencez à lire près du bas de la page rappelez-vous de retourner au haut de la page et obtenez une réponse pour chaque article.

S.V.P. notez: Section IV inclut pages 10 + 11 - 12 et 13.

SECTION V

Lisez l'introduction et présentez la carte "E" au répondant. Lisez les explications de la carte "E" lentement en laissant assez de temps au répondant pour suivre les explications et comprendre les questions. Répétez pour l'exemple sur la carte "F". Continuez avec le "Livret du Répondant" quand vous êtes certaine que le répondant a compris les exemples que vous lui avez donnés. Présentez le "Livret du Répondant" au répondant et lisez lui les instructions.

A chaque fois que le répondant commence une nouvelle page, dans le livret, vous devez lire avec lui/elle toutes les situations possibles. Commencez par lire les possibilités offertes au haut de la page et ensuite celles en bas à gauche. (Rappelez-vous, commencez au début du livret, en vous en servant comme si vous lisiez un livre. La deuxième page est à l'endos de la première, et ça continue de la même façon).

Demandez au répondant de faire son premier choix parmi les possibilités données, ensuite son second choix et continuez jusqu'à ce que toutes les boîtes soient remplies. Vous aurez peut-être des répondants qui auront de la difficulté à choisir après avoir fait leur premier, deuxième ou troisième choix. Si cela arrive, voici quelques moyens d'aider le répondant à continuer à choisir. Par exemple, si le répondant a réussi à remplir seulement 5 au lieu de 9 cases (représentant ses 5 premiers choix) vous pourriez dire "Laquelle de ces situations aimeriez-vous le moins qu'il arrive". Vous pourriez alors demander au répondant de mettre un 9 dans cette case. Et vous continuerez ainsi jusqu'à ce que toutes les cases soient remplies.

Le questionnaire sera inutile si le répondant n'enregistre pas une réponse dans chaque case. Surveillez attentivement pour vous assurer que votre répondant n'inscrive pas le même numéro deux fois.

DONNEES DE CLASSIFICATION:

- Qu. A) LISEZ LA LISTE. Encerclez le numéro de code approprié.
- Qu. B) Encerclez le numéro de code approprié. Si "un", passez à la Qu. D.
- Qu. C) LISEZ LA LISTE. Enregistrez le nombre de personnes dans chaque groupe d'âge dans la case appropriée. Le total doit correspondre au numéro dans B.
- Qu. D) Encerclez le numéro de code approprié. Si le répondant est célibataire, passez à la Qu. F.
- Qu. E) Encerclez le numéro de code approprié.
REPRENEZ LA CARTE "F"
- Qu. F & G) NE LISEZ PAS LA LISTE. Encerclez le numéro de code approprié. Inscrive les réponses autres que celles qui sont listées dans l'espace approprié.
- Qu. H) Encerclez le numéro de code approprié.

Ne pas oublier d'inscrire la langue dans laquelle l'entrevue a été faite et le sexe du répondant.

Retournez au-dessus du questionnaire et enregistrez le nom, adresse et numéro de téléphone du répondant et l'heure à laquelle l'entrevue a terminé.

S.V.P. enregistrez le numéro de carte de votre région d'interview que vous trouverez en haut à droite de votre feuille de rapport.

Quand vous avez tous ces renseignements, vérifiez que le nom du répondant soit sur le "livret du répondant", et attachez les deux parties avec une bande élastique.

FORM SUR L'OPTIMISATION PUBLIQUE (1984)

FEUILLE DE RAPPORT (GRANDES VILLES)

MARKET FACTS DU CANADA LIMITEE

NO DE LA CARTE Géo: 921QUOTA TOTAL: 5REGION D'ENTREVUES: St-Jean-de-Corbeil-du-PasNOM DE L'INTERVIEWE-UR: Stefanie Deschamps

NOM DE LA RUE A NO DE PORTE	NOM DU REPONDANT ELIGIBLE	PREMIERE TENTATIVE		DEUXIEME TENTATIVE		TROISIEME TENTATIVE		RENDEZ-VOUS (RETOUR)		AUTRE RAISON DE NE PAS AVOIR FAIT L'ENTREVUE	ENTREVUE COMPLETEE LORS DE LA:		
		DATE & HEURE	CODE DU RESULTAT	DATE & HEURE	CODE DU RESULTAT	DATE & HEURE	CODE DU RESULTAT	2e ten- tative	3e ten- tative		1ere ten- tative	2e ten- tative	3e ten- tative
36 rue Ignace		Nov 5 6:14 p.m.	1										
44 rue Ignace	Sylvie	Nov 5 6:30 p.m.											
52 rue Ignace		Nov 5 7:00 p.m.	3										
54 rue Ignace	Michel	Nov 5 7:10 p.m.	5										
62 rue Ignace	Linda	Nov 5 7:20 p.m.	4										

CODES DU RESULTAT

- 1 - Personne à la maison
2 - Personne absente - langue
différente

- 2 - Refus du foyer
4 - Refus du répondant

- 5 - Répondant pas disponible/absent
6 - Répondant absent pour toute la
durée de l'étude

- 7 - Autre raison de ne pas
avoir fait l'entrevue
(Veuillez préciser)

DANS CET EXEMPLE:

- 1 - La première raison, si l'on avait personnel à la maison, donc le code de réponse 1 a été placé dans la case sous la première tentative. Ici, l'intervieweur s'arrête donc faire un retour et passer ensuite 3 domiciles écrit de frapper à une autre porte.
2 - La deuxième raison, une entrevue a été faite auprès de Sylvie, donc l'intervieweur a coché la case sous la colonne ENTREVUE COMPLETEE LORS DE LA 3e tentative. Une fois de plus, l'intervieweur a passé 3 domiciles.
3 - La troisième raison, la personne qui a ouvert la porte a refusé que l'étude soit faite chez elle; l'intervieweur a donc inscrit le code 3 comme code de réponse, et passé au domicile suivant.
4 - La quatrième maison, le répondant (Linda, Michel), était absent; l'intervieweur a donc inscrit le code 5 et pris rendez-vous pour le retour, en écrivant la date et l'heure sous la colonne RENDEZ-VOUS (RETOUR).
5 - La cinquième maison, le répondant (Michel, Linda), ne voulait pas participer à cette étude; l'intervieweur a donc inscrit le code 4 et continué avec le domicile suivant.

APPENDIX X COMPLETION RATES

This appendix presents the field summary of total household contacts made, total interviews completed, and for household contacts not resulting in a completed interview, the reason for the non-completion. As well the percent completion rate based on total household contacts has also been calculated, both regionally and by individual field control centre.

The national completion rate for this study was 46% based on 6767 household contacts resulting in 3092 completions (3068 usable completions).

TABLE 1

COMPLETION RATES BY REGION AND BY FIELD CONTROL CENTRE

Region and Field Control Centre	Completion Rate (%)	Total Contacts	Total Completions	Non-Completions					
				No One at Home	Communica- tion Problem	Household Refusal	Respondent Refusal	Respondent not Available	Other Reasons
MARITIMES (summary)	61	349	213 (210 usable)	48	3	9	7	9	10
Charlottetown	88	17	15	1	-	-	-	1	-
Cornerbrook	63	24	15	1	-	8	-	-	-
Dartmouth	42	19	8	4	-	7	-	-	-
Florenceville	69	13	9	-	-	2	-	2	-
Fredericton	48	33	16	8	-	4	2	3	-
Halifax	54	67	36	9	-	19	2	-	1
Kings	76	25	19	2	-	1	-	-	3
La Have	79	19	15	4	-	-	-	-	-
Metegham	77	13	10	1	-	-	2	-	-
Moncton	58	60	35	10	1	9	1	2	2
Newcastle	56	9	5	-	2	-	-	-	2
St. John	63	16	10	3	-	3	-	-	-
St. Johns	56	9	5	1	-	3	-	-	-
Sydney	100	5	5	-	-	-	-	-	-
Trenton	50	20	10	4	-	3	-	1	2

Non-Completions

Region and Field Control Centre	Completion Rate (%)	Total Contacts	Total Completions (930 usable)	No One at home	Communica- tion Problem	Household Refusal	Respondent Refusal	Respondent not Available	Other Reasons
QUÉBEC (summary)	47	2,007	940	207	247	279	114	90	139
Chicoutimi	73	62	45	7	2	3	1	2	2
Matane	75	16	12	-	2	-	1	1	-
Montreal	35	1,236	437	94	208	224	103	64	106
Quebec City	62	238	148	28	19	5	4	5	29
Rivière-du-Loup	68	37	25	2	-	6	2	2	-
St. Jerome	70	43	30	6	-	4	1	2	-
Sherbrooke	74	80	59	14	-	6	-	1	-
Trois Rivières	65	194	127	35	-	18	1	11	2
Vallée	56	101	57	21	16	4	1	2	-

Non-Completions

Region and Field Control Centre	Completion Rate (%)	Total Contacts	Total Completions	No One at home	Communica- tion Problem	Household Refusal	Respondent Refusal	Respondent not Available	Other Reasons
ONTARIO (summary)	41	2655	1099 (1094 usable)	251	163	694	186	84	178
Brantford	68	44	30	3	-	4	4	1	2
Brockville	88	17	15	1	-	-	-	1	-
Chatham	63	30	19	-	1	8	-	2	-
Cornwall	63	8	5	-	-	-	1	-	2
Hamilton	38	166	63	11	8	63	10	-	4
Kingston	65	54	35	6	-	7	2	1	3
Kitchener	50	103	52	7	7	13	3	4	17
London	45	131	59	15	-	36	5	7	9
North Bay	45	11	5	-	2	4	-	-	-
Orangeville	48	50	24	9	-	12	2	2	1
Orillia & Midland	55	69	38	8	-	16	1	5	1
Oshawa	49	82	40	10	-	11	12	6	3
Ottawa	42	193	82	9	22	54	11	-	15
Peterborough	54	71	38	9	-	12	5	5	2
St. Catharines	58	64	37	4	2	15	1	2	3
St. Thomas	60	10	6	1	-	2	1	-	-
Sarnia	88	17	15	1	1	-	-	-	-
Sault Ste. Marie	50	20	10	-	1	6	-	1	2
Sudbury	94	32	30	1	-	-	-	-	1
Thunder Bay	68	50	34	5	6	4	1	-	-
Timmins	77	13	10	1	2	-	-	-	-
Toronto	31	1273	391	129	108	383	117	39	106
Windsor	41	147	61	21	3	44	10	1	7

TABLE 1 (CONTINUED)

Region and Field Control Centre	Completion Rate (%)	Total Contacts	Total Completions (489 usable)	No One at Home	Non-Completions					Respondent not Available	Other Reasons
					Communica- tion Problem	Household Refusal	Respondent Refusal	Respondent not Available	Other Reasons		
PRAIRIES (summary)	52	942	493	84	24	196	64	44	37		
Brandon	71	7	5	-	-	1	-	1	-		
Calgary	49	158	77	16	1	40	14	6	4		
Edmonton	58	184	106	26	15	16	11	8	2		
Lethbridge	65	31	20	2	-	4	1	4	-		
Medicine Hat	72	29	21	1	-	4	1	1	1		
Moose Jaw	56	9	5	-	-	3	-	1	-		
Portage La Prairie	83	24	20	1	1	1	-	1	-		
Prince Albert	50	10	5	-	1	3	-	1	-		
Red Deer	33	15	5	-	-	9	-	1	-		
Regina	60	121	72	11	-	13	9	8	8		
Saskatoon	58	79	46	9	-	13	2	3	6		
Winnipeg	40	275	111	18	6	89	26	9	16		

Non-Completions

Region and Field Control Centre	Completion Rate (%)	Total Contacts	Total Completions	No One at Home	Communica- tion Problem	Household Refusal	Respondent Refusal	Respondent not Available	Other Reasons
BRITISH COLUMBIA (summary)	43	814	347 (345 usable)	81	29	186	49	66	56
Chilliwack	71	14	10	3	-	-	1	-	-
Kamloops	73	22	16	1	-	1	-	1	3
Kelowna	84	19	16	-	-	-	1	-	2
Penticton	71	21	15	-	1	3	1	1	-
Prince George	60	25	15	1	-	2	-	5	2
Prince Rupert	100	6	6	-	-	-	-	-	-
Trail	33	15	5	3	-	3	2	2	-
Vancouver	36	545	197	56	28	141	33	46	44
Victoria	42	135	57	17	-	34	11	11	5
Williams Lake	83	12	10	-	-	2	-	-	-

APPENDIX XI ACHIEVED SAMPLE

The following table outlines the number of interviews completed according to age and sex by population density by region of Canada.

TABLE 1 ACHIEVED SAMPLE BY SEX, AGE, POPULATION DENSITY AND REGION

	Total	POPULATION DENSITY					Not Avail- able
		500,000 & Over	100,000- 499,999	30,000- 99,999	5,000- 29,999	Under 5,000	
<u>Maritimes (Total)</u>	210	-	25	28	31	122	4
Female (Total)	136	-	13	20	21	82	-
15 - 17	7	-	1	-	-	6	-
18 - 24	15	-	1	3	-	11	-
25 - 34	26	-	3	5	8	10	-
35 - 44	20	-	-	3	3	14	-
45 - 54	20	-	4	-	-	16	-
55 - 64	21	-	2	5	3	11	-
65 and over	23	-	2	3	5	13	-
age not stated	4	-	-	1	2	1	-
Male (Total)	70	-	12	8	10	40	-
15 - 17	3	-	-	-	-	3	-
18 - 24	7	-	2	2	1	2	-
25 - 34	10	-	2	-	3	5	-
35 - 44	13	-	3	1	-	9	-
45 - 54	8	-	2	-	1	5	-
55 - 64	10	-	-	3	2	5	-
65 and over	18	-	3	1	3	11	-
age not stated	1	-	-	1	-	-	-
Sex not stated (Total)	4	-	-	-	-	-	4
<u>Quebec</u>							
<u>French Speaking (Total)</u>	867	368	79	87	90	237	6
Female (Total)	537	222	46	53	64	152	-
15 - 17	32	14	5	1	3	9	-
18 - 24	94	41	8	4	12	29	-
25 - 34	124	55	6	16	16	31	-
35 - 44	79	30	6	6	12	25	-
45 - 54	85	39	6	9	6	25	-
55 - 64	68	20	7	11	10	20	-
65 and over	51	20	8	6	5	12	-
age not stated	4	3	-	-	-	1	-
Male (Total)	324	146	33	34	26	85	-
15 - 17	30	17	2	2	2	7	-
18 - 24	65	28	9	11	5	12	-
25 - 34	78	35	9	5	5	24	-
35 - 44	40	18	7	3	4	8	-
45 - 54	39	17	4	2	2	14	-
55 - 64	31	15	1	6	4	5	-
65 and over	39	15	1	5	4	14	-
age not stated	1	1	-	-	-	-	-
Sex not stated (Total)	6	-	-	-	-	-	6

TABLE 1 (CONTINUED)

	Total	POPULATION DENSITY					Not Avail- able
		500,000 & Over	100,000- 499,999	30,000- 99,999	5,000- 29,999	Under 5,000	
Quebec							
English Speaking (Total)	63	48	1	1	-	12	1
Female (Total)	32	24	-	-	-	7	1
15 - 17	2	1	-	-	-	1	-
18 - 24	8	8	-	-	-	-	-
25 - 34	7	7	-	-	-	-	-
35 - 44	6	2	-	-	-	4	-
45 - 54	1	1	-	-	-	-	-
55 - 64	3	2	-	-	-	-	1
65 and over	4	3	-	-	-	1	-
age not stated	1	-	-	-	-	1	-
Male (Total)	31	24	1	1	-	5	-
15 - 17	1	-	-	-	-	1	-
18 - 24	9	7	-	-	-	2	-
25 - 34	6	4	1	-	-	1	-
35 - 44	4	3	-	-	-	1	-
45 - 54	3	2	-	1	-	-	-
55 - 64	2	2	-	-	-	-	-
65 and over	3	3	-	-	-	-	-
age not stated	3	3	-	-	-	-	-
Sex not stated (Total)	-	-	-	-	-	-	-
Ontario (Total)	1094	390	194	133	141	226	10
Female (Total)	691	240	136	80	83	151	1
15 - 17	49	14	11	5	7	12	-
18 - 24	110	45	24	14	11	15	1
25 - 34	159	59	32	13	16	39	-
35 - 44	105	36	20	10	16	23	-
45 - 54	82	30	15	13	5	19	-
55 - 64	78	18	16	13	11	20	-
65 and over	78	21	12	11	12	22	-
age not stated	30	17	6	1	5	1	-
Male (Total)	394	150	58	53	58	75	-
15 - 17	42	10	10	7	8	7	-
18 - 24	78	40	12	6	11	9	-
25 - 34	85	33	11	13	11	17	-
35 - 44	45	14	7	8	5	11	-
45 - 54	44	22	7	5	5	7	-
55 - 64	43	20	2	7	9	14	-
65 and over	41	11	5	7	8	10	-
age not stated	16	11	4	-	1	-	-
Sex not stated (Total)	9	-	-	-	-	-	9

TABLE 1 (CONTINUED)

	POPULATION DENSITY						Not Avail- able
	Total	500,000 & Over	100,000- 499,999	30,000- 99,999	5,000- 29,999	Under 5,000	
<u>Prairies (Total)</u>	489	87	165	15	31	189	2
Female (Total)	294	56	103	12	18	105	-
15 - 17	26	6	8	1	2	9	-
18 - 24	45	14	16	3	-	12	-
25 - 34	53	8	21	1	2	21	-
35 - 44	52	9	20	1	4	18	-
45 - 54	38	10	10	2	5	11	-
55 - 64	32	-	9	1	3	19	-
65 and over	36	6	13	3	2	12	-
age not stated	12	3	6	-	-	3	-
Male (Total)	193	31	62	3	13	84	-
15 - 17	16	4	4	-	-	8	-
18 - 24	34	2	17	2	4	9	-
25 - 34	33	5	10	-	2	16	-
35 - 44	29	2	12	-	2	13	-
45 - 54	21	5	4	1	1	10	-
55 - 64	25	5	8	-	1	11	-
65 and over	25	5	5	-	3	12	-
age not stated	10	3	2	-	-	5	-
Sex not stated (Total)	2	-	-	-	-	-	2
<u>British Columbia (Total)</u>	345	153	32	16	46	95	3
Female (Total)	219	102	14	12	24	67	-
15 - 17	16	7	3	1	3	2	-
18 - 24	19	9	1	2	-	7	-
25 - 34	73	36	2	5	9	21	-
35 - 44	26	10	-	1	6	9	-
45 - 54	24	8	3	2	2	9	-
55 - 64	25	11	3	-	1	10	-
65 and over	22	11	2	1	1	7	-
age not stated	14	10	-	-	2	2	-
Male (Total)	123	51	18	4	22	28	-
15 - 17	10	4	1	-	1	4	-
18 - 24	14	6	3	-	3	2	-
25 - 34	23	14	3	-	3	3	-
35 - 44	19	8	2	2	6	1	-
45 - 54	18	7	3	1	5	2	-
55 - 64	15	3	5	1	-	6	-
65 and over	19	6	1	-	2	10	-
age not stated	5	3	-	-	2	-	-
Sex not stated (Total)	3	-	-	-	-	-	3

APPENDIX-XII WEIGHTING OF DATA

This study employs the use of nested weightings by age and sex, first within population density, and then within region of Canada.

Table 1 indicates the weights applied to each regional sample. Note that for weighting purposes the province of Quebec has been divided into to separate regions according to language spoken.

Table 2 indicates the weights applied to each population density classification within each region.

Table 3 indicates the weights applied to each sex and age classification within each population density for each region.

TABLE 1 REGION WEIGHTS WITHIN CANADA

	<u>TOTAL</u>
Maritimes	1.24
Quebec English	1.08
Quebec French	1.01
Ontario	0.97
Prairies	1.05
British Columbia	1.04

TABLE 2 POPULATION DENSITY WEIGHTS WITHIN REGION

	<u>500,000 & over</u>	<u>100,000 to 499,999</u>	<u>30,000 to 99,999</u>	<u>5,000 to 29,999</u>	<u>under 5,000</u>
Maritimes	-	1.07	1.50	1.71	1.36
Quebec French	0.72	0.93	0.79	1.04	0.99
Quebec English	2.37	1.00	1.00	-	0.26
Ontario	1.00	1.00	0.96	0.92	1.10
Prairies	0.87	0.96	1.00	1.38	1.11
British Columbia	0.84	0.74	1.00	0.99	0.99

TABLE 3 SEX AND AGE WEIGHTS WITHIN POPULATION DENSITY AND REGION

	POPULATION DENSITY					
	500,000 & Over	100,000 - 499,999	30,000 - 99,999	5,000- 29,999	Under 5,000	Not Available
<u>Maritimes</u>						
Female						
15 - 17	-	1.03	-	-	1.00	1.00
18 - 24	-	2.78	0.90	-	1.00	-
25 - 34	-	0.82	0.47	0.28	1.00	-
35 - 44	-	-	0.65	0.64	0.61	-
45 - 54	-	0.48	-	-	0.53	-
55 - 64	-	0.70	0.32	0.94	0.64	-
65 and over	-	0.69	0.56	0.38	0.58	-
age not stated	-	-	1.00	1.00	1.00	-
Male						
15 - 17	-	-	-	-	2.08	-
18 - 24	-	1.31	1.28	3.03	6.13	-
25 - 34	-	1.26	-	0.87	2.12	-
35 - 44	-	0.66	1.86	-	1.00	-
45 - 54	-	0.88	-	1.88	1.78	-
55 - 64	-	-	0.50	0.82	1.61	-
65 and over	-	0.30	1.14	0.44	0.69	-
age not stated	-	-	1.00	-	-	-
Sex not stated	-	-	-	-	-	1.00
<u>Quebec</u>						
<u>French Speaking</u>						
Female						
15 - 17	0.97	0.67	4.09	1.48	1.37	-
18 - 24	0.81	1.01	2.20	0.77	0.75	-
25 - 34	0.70	1.42	0.48	0.60	0.69	-
35 - 44	1.07	1.14	1.22	0.65	0.74	-
45 - 54	0.74	1.03	0.75	1.06	0.65	-
55 - 64	1.09	0.64	0.48	0.44	0.62	-
65 and over	1.04	0.52	0.84	0.78	1.00	-
age not stated	1.00	-	-	-	1.00	-
Male						
15 - 17	0.80	1.68	2.04	2.23	1.87	-
18 - 24	1.13	0.82	0.80	1.82	2.00	-
25 - 34	1.08	0.92	1.75	1.93	0.92	-
35 - 44	1.80	0.91	2.32	1.95	2.35	-
45 - 54	1.57	1.35	3.00	3.14	1.20	-
55 - 64	1.24	3.69	0.75	1.09	2.71	-
65 and over	0.93	2.62	0.70	0.82	0.87	-
age not stated	1.00	-	-	-	-	-
Sex not stated	-	-	-	-	-	1.00

TABLE 3 (CONTINUED)

	POPULATION DENSITY					
	500,000 & Over	100,000 - 499,999	30,000 - 99,999	5,000 - 29,999	Under 5,000	Not Available
Quebec						
English Speaking						
Female						
15 - 17	1.67	-	-		0.58	-
18 - 24	0.51	-	-		-	-
25 - 34	0.68	-	-		-	-
35 - 44	2.00	-	-		0.21	-
45 - 54	3.52	-	-		-	-
55 - 64	1.33	-	-		-	1.00
65 and over	0.84	-	-		0.57	-
age not stated	-	-	-		1.00	-
Male						
15 - 17	-	-	-		0.61	-
18 - 24	0.56	-	-		0.56	-
25 - 34	1.18	-	-		1.04	-
35 - 44	1.32	-	-		0.89	-
45 - 54	1.64	-	-		-	-
55 - 64	1.17	-	-		-	-
65 and over	0.57	-	-		-	-
age not stated	-	-	-		-	-
Sex not stated	-	-	-		-	-
Ontario						
Female						
15 - 17	0.89	0.65	1.05	1.16	0.79	-
18 - 24	0.74	0.71	0.86	1.51	1.15	1.00
25 - 34	0.63	0.54	0.89	1.13	0.49	-
35 - 44	0.89	0.78	1.07	1.04	0.77	-
45 - 54	0.96	0.99	0.78	3.09	0.92	-
55 - 64	1.15	0.67	0.55	1.05	0.68	-
65 and over	1.00	0.95	0.67	1.13	0.67	-
age not stated	1.00	1.00	1.00	1.00	1.00	-
Male						
15 - 17	1.23	0.71	0.77	1.05	1.52	-
18 - 24	0.78	1.35	2.84	1.58	2.15	-
25 - 34	1.14	1.61	0.92	1.67	1.17	-
35 - 44	2.39	2.28	1.38	3.46	1.75	-
45 - 54	1.29	2.06	1.92	2.91	2.54	-
55 - 64	0.96	5.10	0.98	1.20	1.05	-
65 and over	1.29	1.70	0.77	1.23	1.45	-
age not stated	1.00	1.00	-	1.00	-	-
Sex not stated	-	-	-	-	-	1.00

TABLE 3 (CONTINUED)

	POPULATION DENSITY					
	500,000 & Over	100,000- 499,999	30,000- 99,999	5,000- 29,999	Under 5,000	Not Available
<u>Prairies</u>						
Female						
15 - 17	0.51	0.83	0.64	0.68	0.90	-
18 - 24	0.55	1.04	0.46	-	1.11	-
25 - 34	0.92	0.79	1.13	1.45	0.67	-
35 - 44	0.71	0.67	1.12	0.60	0.77	-
45 - 54	0.66	1.13	0.61	0.44	1.31	-
55 - 64	-	0.87	1.04	0.54	0.60	-
65 and over	0.91	0.58	0.40	0.97	0.94	-
age not stated	1.00	1.00	-	-	1.00	-
Male						
15 - 17	0.78	1.58	-	-	1.14	-
18 - 24	3.70	0.91	0.68	0.76	1.67	-
25 - 34	1.51	1.66	-	1.52	0.91	-
35 - 44	3.09	1.18	-	1.29	1.16	-
45 - 54	1.21	2.75	1.06	2.06	1.49	-
55 - 64	0.95	0.90	-	1.72	1.22	-
65 and over	0.84	1.27	-	0.58	1.10	-
age not stated	1.00	1.00	-	-	1.00	-
Sex not stated	-	-	-	-	-	1.00
<u>British Columbia</u>						
Female						
15 - 17	0.70	0.39	0.68	0.57	1.90	-
18 - 24	1.36	2.61	0.74	-	1.11	-
25 - 34	0.36	1.13	0.35	0.44	0.41	-
35 - 44	1.11	-	1.30	0.58	1.25	-
45 - 54	1.46	0.90	0.56	1.60	0.79	-
55 - 64	0.82	0.83	-	2.45	0.53	-
65 and over	0.88	1.76	0.75	2.45	0.61	-
age not stated	1.00	-	-	1.00	1.00	-
Male						
15 - 17	1.23	1.16	-	1.77	1.07	-
18 - 24	1.95	0.87	-	1.23	4.19	-
25 - 34	0.96	0.76	-	1.38	3.03	-
35 - 44	1.48	1.06	0.78	0.64	8.00	-
45 - 54	1.52	0.79	1.11	0.61	3.71	-
55 - 64	2.80	0.39	0.76	-	1.00	-
65 and over	1.26	2.48	-	1.16	0.52	-
age not stated	1.00	-	-	1.00	-	-
Sex not stated	-	-	-	-	-	1.00

APPENDIX XIII CLUSTER ANALYSIS

Frequently the marketing researcher is interested in grouping consumers into "market segments." There has been a long history of interest in segmentation along a priori bases such as demography, product consumption, or brand choice. More recently, however, there has been considerable interest in more subtle grouping procedures which allow the data themselves to determine the basis for the grouping. Using these procedures groups are sought which differ in fundamental and possibly complex ways. When these procedures are used the researcher does not usually know ahead of time the lines along which grouping will proceed, nor even how many groups he will obtain. The researcher surrenders a great deal of control over his analysis when using these methods, trusting them to do "something useful." He is sometimes willing to do this because he feels that the procedures may find ways of grouping consumers which are more productive than the simpler methods he would use otherwise.

The techniques used for this purpose are usually called "cluster analysis" methods. The most popular of these is a technique called "Q analysis." This discussion covers three broad questions about Q analysis:

1. What is it and how does it work?
2. What problems are frequently encountered, and how can the user avoid being misled by the results?
3. How can he tell if the results are "good"?

What It Is:

Q analysis is an application of factor analysis in which correlations among people are studied rather than correlations among variables. There is some popular confusion over the meanings of the terms "Q analysis" and "Q sort." Q sort is a data collection procedure in which the respondent sorts stimuli into categories, frequently corresponding to positions on an "agree-disagree" scale. Ordinarily there are limitations on the number of stimuli which can be put in each category so that the distribution of responses is forced to have a certain shape. Historically Q analysis was first used as a way of analyzing data from Q sorts. It has since been recognized as applicable to a wider variety of data types, however, and is used more frequently today with data developed by means other than the Q sort procedure.

Suppose that 1,000 respondents have filled out a questionnaire in which each person has rated the desirabilities of 50 product attributes. Using ordinary factor analysis we might compute the correlation of each product attribute with each other and then attempt to find a way of combining attributes into related groups or "factors" which account for the observed correlations among attributes. This might be useful if we wished to find a subset of attributes with which to construct a shorter questionnaire for a subsequent study.

With Q analysis, on the other hand, we are interested in correlations among people rather than correlations among attributes. For each pair of persons we can compute a correlation coefficient indicating the similarity of their responses to the 50 questions. These correlations can be put into a large table having 1,000 rows and columns.

Q analysis consists of applying ordinary factor analysis procedures to this person-by-person correlation matrix. The factors (or groups) that are obtained are regarded as reflecting hypothetical "person types." The factor loadings which are produced are regarded as correlations between each person and each hypothetical person type. Persons are then grouped by seeing with which "type" each person is most highly correlated.

In order to understand the technical details of Q analysis, it is necessary to have some familiarity with factor analysis. For those possessing this familiarity, the computational techniques most frequently used are principal component analysis followed by varimax rotation. For those not familiar with factor analysis it is sufficient to understand that an important output of Q analysis is a "factor loading matrix" with a row for each person and a column for each "type," containing indices of "belongingness" of each person to each type. Table 1 illustrates a factor loading matrix for 10 persons and 2 types.

It is necessary to allocate persons to groups. The simplest procedure is to assign each person to that type with which he has the highest correlation or factor loading. The groups obtained this way are sometimes called "raw Q groups." The higher factor loading for each person is circled in Table 1. The "raw" allocation procedure would assign each person to the group for which he has a circled value. Six persons would be assigned to Group I and four to Group II. This simple allocation procedure is sometimes unsatisfactory. It will often place too many people in some groups and too few in others. To overcome this problem we also allocate persons in another way to form what we call "normalized Q groups." We index

each person's correlation with a type to the average correlation with that type, and allocate him to the group where he has the highest index, even though he may have a higher correlation with some other type.

Since some factor loadings are negative we do not use ordinary arithmetic average for this purpose, but rather the square root of the average squared value in each column. These averages are .52 for the first column of Table 1 and .40 for the second column. Dividing each entry in column 1 of Table 1 by .52 and dividing each entry in column 2 by .40 gives Table 2.

The higher index in Table 2 is circled for each person. Note that the normalized allocation procedure assigns only three persons to Group I and seven to Group II.

The differences in group sizes are quite striking in this example since the raw

Table 1
A Factor Loading Matrix
For 10 People

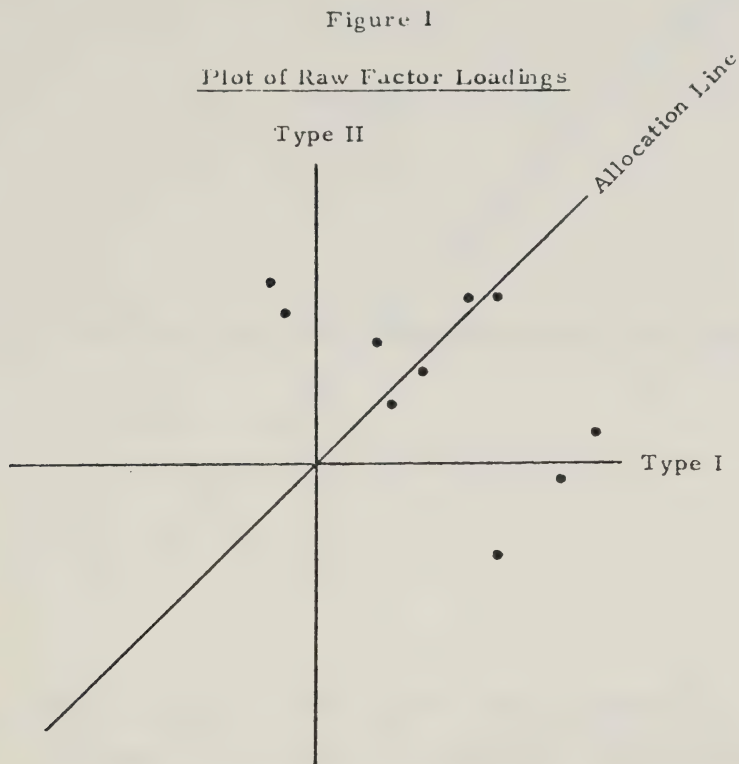
<u>Person</u>	<u>Type I</u>	<u>Type II</u>
1	(.90)	.10
2	(.80)	-.05
3	(.60)	-.30
4	(.25)	.20
5	(.60)	.55
6	(.35)	.30
7	.50	(.55)
8	.20	(.40)
9	-.10	(.50)
10	-.15	(.60)

Table 2
Normalized Factor Loadings

<u>Person</u>	<u>Type I</u>	<u>Type II</u>
1	(1.73)	.25
2	(1.54)	-.12
3	(1.15)	-.75
4	.48	(.50)
5	1.15	(1.37)
6	.67	(.75)
7	.96	(1.37)
8	.38	(1.00)
9	-.19	(1.25)
10	-.29	(1.50)

The differences in group sizes are quite striking in this example since the raw

procedure splits persons 60/40 while the normalized procedure splits them 30/70. The mechanics of what is happening can be seen in Figure 1, where each person is plotted using his factor loadings as coordinates.



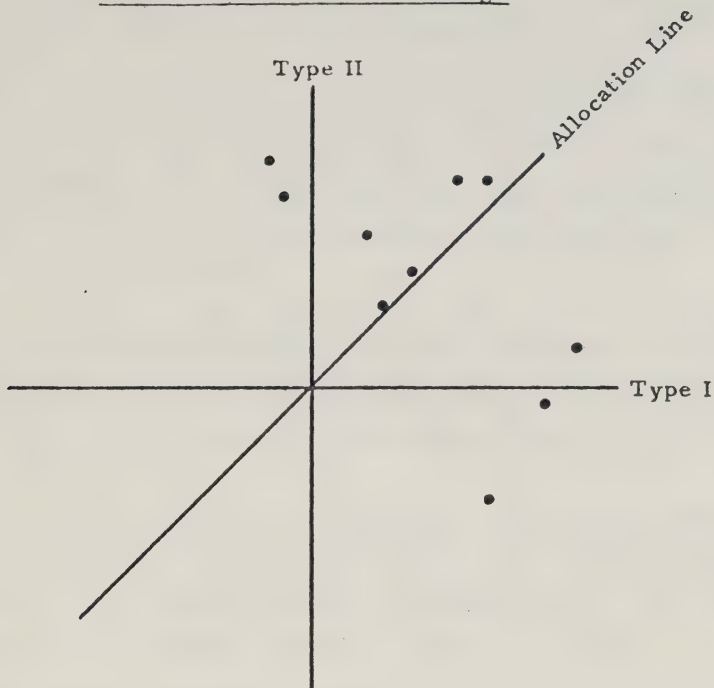
The raw allocation procedure is equivalent to drawing the 45 degree diagonal line and classifying persons into groups depending on whether they are above or below that line. As can be seen, there are three persons with locations just below the line which are being classified as Type I by the raw procedure.

Figure 2 shows a similar plot for columns of the indexed factor loadings in Table 2. Here the points near the diagonal line are just above it and hence classified into Group II.

There are also other allocation schemes in use, of which the reader should be aware. One consists of accepting only persons who are correlated highly with one type and not correlated highly with any other type. Remaining persons are deleted instead of being assigned to any group. For instance, we might arbitrarily require that a person have a factor loading of at least .50 to be

Figure 2

Plot of Indexed Factor Loadings



assigned to a group, and that he have no other factor loading greater than, say, .25. Turning back to Table 1 we see that such a rule would classify persons 1, 2, and 3 into Group I, persons 9 and 10 into Group II, and would ignore the remaining five persons.

Different researchers favor different allocation procedures. Not much evidence is available to show the clear superiority of any one of the procedures outlined here. However our experience has shown that the normalized procedure tends to produce groups that are more reproducible when the analysis is repeated with new data.

Problems Frequently Encountered

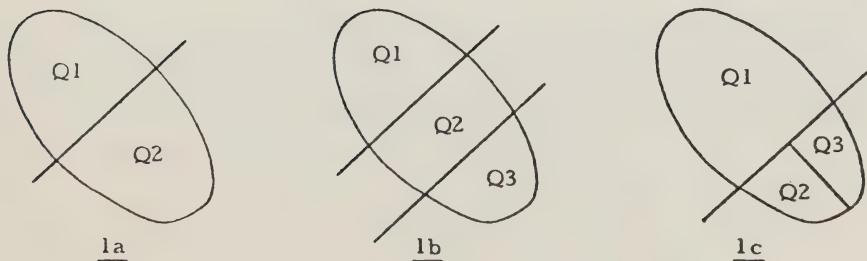
Basically Q analysis is a way of dividing people into groups which reflect the structure of the data. There is a popular misconception about the discreteness of the groups or "clusters" usually obtained. In actual practice there are usually more people who fall near the "edges" of one or more groups than clearly in the "center" of a particular group, as illustrated in the example above. Q analysis is usually performed on attitudinal data, which are quite imprecise and "fuzzy." This may be one of the reasons why the data distributions tend to be unimodal and continuous rather than multimodal and discrete. At any rate, it is instructive to examine typical data to get a feeling for the way the technique operates.

Figure 3 shows a "watermelon-shaped" outline which we may assume represents the distribution of 1,000 respondents' data points in a two-space. Given data which look like this it is fairly likely that any procedure for grouping respondents into two "clusters" will split the data somewhere in the middle as in Figure 1a. In doing so it will produce two groups which are, on the average, quite different.

If persons are distributed in this way and we ask a clustering procedure to divide individuals into three groups it is hard to predict what might happen. We might get something resembling either Figure 1b or 1c. Depending on how literally the results are interpreted as discrete groups, these alternative solutions might lead the analyst to quite different conclusions.

Thus the naive user of a clustering procedure has a very considerable opportunity to be misled by the results. We shall next list a number of issues which the user should consider in order to avoid problems. Then we shall suggest a procedure for minimizing the likelihood of being misled.

Figure 3
Hypothetical Q Groups



We shall list a number of issues of which the user of Q analysis should be aware. Some of these are so obvious as not to need discussion, but others are less so.

1. Meaningfulness. Most clustering procedures are carried out with computers, using complex procedures that are not widely understood. As a consequence there is a tendency among some less skeptical users to accept results as "true" without adequate assessment of their implications. The first and most critical test of whether a clustering procedure has done a useful job is the purely qualitative criterion of whether the results "make sense." It is not possible to define this very precisely, but most researchers with prior knowledge of a product category will have an intuitive notion of whether a grouping is reasonable vs. unreasonable, or trivial vs. insight-producing.
2. Discrimination. Differences among groups should be large enough to be of practical significance. Groups should differ not only with respect to variables used in obtaining them, but also in other ways. For instance, we may be studying users of a particular product category and trying to form groups which differ on attitudes connected with products of that type. In such a case it is also reasonable to expect the groups to differ in brand usage and preference.

It is not possible to make a valid statistical test of the extent to which groups differ based on the same data used to derive the groups. Many researchers mistakenly use statistical procedures such as discriminant analysis to test the significance of the differences among groups. Such tests invariably find the differences to be "significant." The fallacy of this procedure is easy to see in the simplified case of clustering on a single variable. If we clustered people into two groups on the basis of height, for instance, we would almost certainly get a "tall" and a "short" group. Given even modest sample sizes, a test of the significance of the difference of average heights for the two groups would appear "significant." Such a result would not imply that "clusters really exist," or that such a clustering would be meaningful or useful.

Significant tests are appropriate, on the other hand, if they are applied to data not used in the clustering. If individuals are clustered on attitude data, for instance, it would be useful to test statistical significance of their differences on attitudinal data not used to generate the clusters, or other types of variables, such as brand usage.

3. Homogeneity and Discreteness. After people have been put into groups it is tempting to stop thinking about a large number of individuals and to start thinking about a small number of groups. We usually talk as though the groups were homogeneous (all people in a group are the same) and discrete (there being sharp differences between groups). Neither of these conditions is true in most applications of cluster analysis. The very term "cluster" brings to mind a situation where there are "clumps" of persons with "empty spaces" in between. If this were the case the researcher's life would be far simpler. As it is, almost anything studied in marketing research has smooth and continuous distributions. If we split people up into groups it is very likely that there are more people who fall near the border lines between groups than who fall unambiguously into one group or another.

This has potentially severe consequences for interpretation of results. Suppose we attempt to assign people to clusters on the basis of attributes desired in a particular type of product, and that we find three clusters of people with somewhat different desires. There is no a priori reason why we should consider marketing three products, each "aimed" at the average desires of one cluster. There are probably more people for whom products positioned between any pair of clusters would be desirable. A glance at Figures 1b and 1c will show that the strategy of regarding each obtained group as a unique market segment could lead to vastly different product positioning strategies simply due to the ways different clustering procedures might treat similar (or even identical) data.

Similarly, the relative sizes of clusters may be determined somewhat arbitrarily by the allocation procedure used. Think back to the example of clustering on a single variable of height. If we are to obtain two clusters we can divide people at any point on the continuum of height. The small numerical example above also serves to indicate how one can reach dramatically different conclusions about group sizes as a function of the allocation procedure used.

4. Reproducibility. It has been the sad experience of many researchers that cluster analysis has produced interpretable groups differing dramatically in meaningful ways -- and then subsequent analysis of new data has obtained equally convincing but entirely unrelated results. There are some uses of cluster analysis with which this would not be troublesome; but more frequently it would be an indication that neither solution is to be trusted.

Many studies have been conducted using a "split halves" approach. The people to be clustered are randomly divided into an "A" and a "B" half. The analysis is conducted entirely separately for each half of the sample and only then are the results compared. Frequently it is found that solutions with small numbers of clusters are more similar from subsample to subsample than solutions with many clusters. By examining the similarity of pairs of solutions it is often possible to conclude that a particular number of clusters provides most reproducible results. Lack of reproducibility is a compelling reason to reject a solution. Indeed, one way to choose among solutions is to accept the one with the largest number of clusters having adequate reproducibility and meaningfulness.

How Can You Tell If The Results Are "Good"?

With all of these problems, it may be reasonable to ask whether cluster analysis should be undertaken at all. In the writer's opinion, the answer is often a strong "no." If we had the capability of analyzing data at the level of the individual respondent we could avoid the questions of how large groups are, how homogeneous they are, and how different they are from one another. Fortunately, other techniques have become available in the last few years which do just this. Trade-Off Analysis, for one, permits predictions of brand choice for each individual. Using that technique it is possible to estimate who would prefer any new or modified product from among any competitive array of products. As these new procedures gain acceptance we may see a corresponding reduction of interest in clustering procedures.

However, demand for cluster analysis still exists, and it is prudent to ask how the researcher can minimize risk of being misled. The split-half procedure seems to hold the greatest promise as a strategy for accomplishing this. A clustering solution which is not replicable would seem to be unacceptable under most circumstances, and one which is replicable would appear to be based on relatively fundamental rather than random aspects of the data.

Two properties of the split-half solutions to be compared appear important. The first is the general nature and composition of the groups, and the second is their relative sizes. The general natures of the groups can be assessed by examining the group means for the variables on which clustering has taken place. It is desirable that each group have a matched group in the other subsample with a similar profile of means. As an index of similarity one may use a correlation coefficient. If there are 50 variables on which clustering has taken place, these correlations would be computed across the 50 variables, where the numbers being correlated are group means expressed as deviations from overall means.

As an example one analysis, based on normalized 3-group solutions, yielded the correlations shown in Table 3.

Table 3

Split Half Correlations

		<u>"B" Half</u>			<u>"A"</u> Group Sizes
Group		1	2	3	
<u>"A"</u> Half	1	(.86)	-.60	-.35	157
	2	-.42	(.87)	-.44	174
	3	-.50	-.26	(.84)	155
<u>"B"</u> Group Sizes		177	164	145	

This table shows that each group in the "A" half is highly correlated with one (and only one) group in the "B" half. Having matched the groups in this way we can proceed to inquire about similarities of the group sizes in the two subsamples. Group 3 is the smallest in each case, but while group 2 is largest in the "A" half, group 1 is the largest for the "B" half. A chi square analysis of these frequencies indicates that they are not significantly dissimilar in the two halves; chi square is 1.83, about as large as we would expect due to sampling differences if the clustering procedure were "doing the same job" in the two halves of the sample. Thus we can conclude that this three-group solution is reproducible. Similar computations were carried out for other numbers of groups. It was judged that the four-group solution was also reproducible, but the 5-group solution was not. Since the four-group solution appeared to be meaningful and to make useful distinctions beyond those of the three-group solution, the researcher elected to use four groups for interpretive purposes. Recognizing, however, that he might equally well have chosen a smaller number of groups, he was careful to avoid drawing any conclusions based on a finding that four was the "proper" or "true" number of segments in the consumer population. He was also cautious not to over-interpret the relative sizes of the groups obtained, recognizing that other allocation procedures might have yielded groups of different sizes.

Summary

Q analysis is a popular technique frequently used to group consumers into "market segments." Its benefit is that one may be able to think more easily about a small number of "segments" than about a large number of individuals. However, the unwary user of Q analysis has many opportunities to be misled.

In order to insure that his results are of value the researcher should make certain that the groups obtained differ in useful and meaningful ways. He should check to see that the groups differ on relevant variables other than those used in the clustering procedure. He should avoid interpreting the groups as completely homogeneous, and should not assume that everyone falls unambiguously into one group or another. Finally, he should take pains to ascertain that his groups are reproducible; one way of doing this is to split the sample of respondents into two subsamples and to analyze these separately, comparing the solutions for similarity.

The researcher should consider whether it is necessary or desirable to use grouping techniques at all. A number of techniques have been developed recently with the capability of analyzing data at the level of the individual respondent. These approaches avoid many of the problems associated with grouping procedures.

APPENDIX XIV TRADE-OFF ANALYSIS

The quantitative national survey questionnaire also collected trade-off analysis data which, because of budgetary constraints, was not subsequently analysed. Trade-off analysis is also known as conjoint measurement. It is a potentially powerful form of policy option analysis and thus this appendix outlines its background, applications, and methodology.

VARIETIES OF CONJOINT MEASUREMENT

SUMMARY

Somewhat different methodologies have evolved for data collection and analysis in applications of conjoint measurement. One issue has to do with whether the measurement model used is additive or multiplicative. A second issue has to do with methods of data collection. The purpose of this discussion is to point out the similarities and differences among approaches, and to indicate the circumstances where particular approaches might be preferred.

BACKGROUND

The first reference to conjoint measurement in the consumer research literature appears to have been that of Green and Rao in 1971, in which a number of potential applications were illustrated. Since that time there have been dozens of applications of conjoint measurement to consumer research problems, many serving as principal input to major product and pricing decisions. A few of these have found their way into the literature (1, 2, 4).

Conjoint measurement has at least three properties which distinguish it from other measurement techniques with which most consumer researchers are familiar. The first of these is that it uses data regarding "objects" which differ simultaneously with respect to two or more attributes.

A second property of conjoint measurement is that it requires a "measurement model" concerning the way in which the fundamental attributes being measured combine, or interact, to compose some "derivative" attribute which is more readily observable.

Finally, conjoint measurement techniques, like nonmetric scaling techniques, provide measurements which are, in a sense, "better" than the input data. The input data are typically at the level of rank order scales and yet the output measurements are usually scaled at the interval

level. The upgrading from ordinal to interval scales is a benefit which is obtained through application of the hypothesized measurement model.

The attractiveness of conjoint measurement as a technique in the field of consumer research is largely due to the ability of consumers to produce preference orderings, coupled with the fact that although only rank order data are required as input, the output consists of a "measurement" of the "utility" or "part value" to a consumer of each product attribute.

ADDITIVE VS. MULTIPLICATIVE MEASUREMENT MODELS

We shall demonstrate that additive and multiplicative measurement models are equivalent in the sense that if either fits the data, so will the other. It will be argued that the most important difference is in the ease with which their respective outputs may be interpreted.

As an example consider trans-Atlantic air travel, in which possible trips between two cities are considered to be of three durations and three costs. We ask a traveler to consider fares of \$100, \$200, and \$300, and travel times of six hours, eight hours, and ten hours. He is asked to rank the nine possible trips in terms of his degree of liking for each. Suppose he produces the preference ordering shown in Table 1.

Table 1
One Traveler's Rank Order of Preference
For 9 Trans-Atlantic Air Trips

<u>Fare</u>	Travel Time		
	6 Hours	8 Hours	10 Hours
\$100	1	2	4
\$200	3	5	6
\$300	7	8	9

This respondent would most like the \$100, six-hour trip. If he could not have this he would prefer to spend eight hours rather than pay \$200. However, rather than travel for ten hours, he would prefer to pay \$200 and travel for six hours. His least favored combination is the most expensive and longest trip. In asking for his preferences among these hypothetical trips we are not implying that any of them is actually available to him. Rather, we hope to discover enough about his value system to predict his preferences among a wide variety of trips.

As a measurement model, let us assume that:

- (1) each price has a relative "utility" to this respondent;
- (2) each duration also has a "utility" to this respondent;
- (3) in evaluating a trip, the respondent multiplies together his utilities for that price and that duration. His preferences for trips have the same rank order as these pairwise products of utilities.

The multiplicative conjoint measurement problem consists of finding a utility value for each cost and one for each duration so that when multiplied together their pairwise products have the same rank order as the data. A solution is shown in Table 2 which reconstructs the rank order of preference perfectly. The pairwise products of row and column utility values are shown in the body of the table and their rank orders are shown in parentheses.

The utility values shown in Table 2 are not unique; many other sets of values could be found which would reproduce the data equally well. However, as the number of trips considered increases, the number of constraints on the solution increases rapidly and we would expect that with a "real" sized problem the number of perfectly fitting solutions would be severely limited.

Table 2

One Traveler's Utilities for Fare Levels and Trip Times,
and Their Pairwise Products (Multiplicative Model)

		<u>Utilities for Travel Times of</u>		
		<u>6 Hours</u>	<u>8 Hours</u>	<u>10 Hours</u>
<u>Fares</u>	<u>Utilities for Fares</u>	.5 .3 .2		
\$100	.6	.30 (1)	.18 (2)	.12 (4)
\$200	.3	.15 (3)	.09 (5)	.06 (6)
\$300	.1	.05 (7)	.03 (8)	.02 (9)

It is evident that these values may be scaled arbitrarily in two respects. The utilities for either fares or travel times can be multiplied by any positive constant, and all utilities can be raised to any positive exponent without altering the rank orders of their pairwise products. We have arbitrarily scaled them so that the three values in each set sum to one, and we have chosen an exponent which makes the smallest value equal to .1.

Inspection of these utility values indicates that this respondent weighs fare differences somewhat more heavily than time differences when choosing among these nine trips. Going from the \$100 fare to the \$300 fare involves a reduction of utility of .6 to .1. With utilities scaled as shown, this is a reduction of about 83 percent. Going from six hours to ten hours, by contrast, implies moving from a utility level of .5 to .2, or only a sixty percent reduction. Thus cost is "more important" to this respondent than time when choosing among these nine trips, although we could probably have made time seem relatively more important by presenting a set of hypothetical trips differing more in duration.

Now consider an additive measurement model, which has identical assumptions as the multiplicative model except that we assume a respondent evaluates a trip by adding together a value for that cost and a value for that duration. If we wish pairwise sums of utilities to have the right rank orders we will need to choose different values.

It is known that numbers have the same rank order as their logarithms. It follows that if we take logarithms of our "multiplicative utilities" we will have a set of "additive utilities" for which pairwise sums have the same rank order as pairwise products of the original values. Table 3 shows the logarithms of the six utility values, arbitrarily rescaled so as to have sum of zero for each attribute and to have largest value of 1.0. As with the multiplicative model we find that fare is much more "important" over this range than time, since the maximum difference in additive values for fare is 2.16 while the maximum difference for time is only 1.11.

Table 4 shows that the pairwise sums of these derived values do indeed have the same rank order as the data and hence also provide a perfect fit. It is clear that in the case of perfect fit either an additive or multiplicative model may be used with complete numerical equivalence. Either can always be derived trivially from the other simply by taking logarithms (to pass from a multiplicative to an additive model) or antilogs (to pass from an additive to a multiplicative model).

Computing algorithms exist for estimating either additive or multiplicative utility values directly from data without the use of log transforms (5, 6, 7, 8). Additive and multiplicative computing algorithms will not necessarily produce identical solutions because:

- (1) The data may not provide enough constraints to insure a unique solution by any method.

Table 3

Conversion of Multiplicative Utilities to Additive Utilities

<u>Fare</u>	<u>Multiplicative Utility</u>	<u>Logarithm</u>	<u>Scaled to Sum of Zero and Maximum = 1.0</u>
\$100	.6	- .511	1.00
\$200	.3	-1.204	.16
\$300	.1	-2.302	-1.16
 <u>Trip Time</u>			
6 hours	.5	- .693	.58
8 hours	.3	-1.204	-.05
10 hours	.2	-1.609	-.53

Table 4

Additive Utilities and Pairwise Sums

		<u>Utilities for Travel Times of</u>		
		<u>6 Hours</u>	<u>8 Hours</u>	<u>10 Hours</u>
<u>Fares</u>	<u>Utilities for Fares</u>	.58 - .05 - .53		
\$100	1.00	1.58 ⁽¹⁾	.95 ⁽²⁾	.47 ⁽⁴⁾
\$200	.16	.74 ⁽³⁾	.11 ⁽⁵⁾	-.37 ⁽⁶⁾
\$300	-1.16	-.58 ⁽⁷⁾	-1.21 ⁽⁸⁾	-1.69 ⁽⁹⁾

- (2) Computing algorithms find solutions by minimizing various "lack of fit" indices. Different algorithms use different indices and these tend to weigh errors differently, producing equivalently good but perhaps different solutions.
- (3) Scaling conventions may differ and, while these do not affect rank order properties of solutions; they may cause values to "look different."

Since multiplicative and additive solutions do not differ in any important way in terms of their ability to account for rank order data, it is relevant to ask if either model is to be preferred on any other basis. Although preference for model type seems to be largely a matter of personal style of the chooser, there are properties of each which may tend to provide greater ease of interpretation.

1. "Overriding Attributes." There are some product categories where a particular attribute is of such critical importance that an individual might reject a product with a certain level of that attribute, no matter how desirable the product might appear with respect to other attributes. Consider a hypothetical mode of travel with lovely stewardesses, ideal schedules, comfortable cabins, and fine food, but a very poor safety record. A multiplicative model handles this situation with a utility value of (nearly) zero for that safety level, while an additive model handles the situation with a value of (nearly) negative infinity. Marketing managers tend to be more accustomed to zero than to a very large negative number as an indicator of "smallness" of likelihood of choice. The multiplicative model is preferred by some on this basis.

2. Scale Properties. The other side of the same coin is that the scale properties of the two models are quite different. In interpreting utility values the ratios among multiplicative values are relevant, while with additive models the differences are important. With a multiplicative model, the decrease in utility from .100 to .010 is equivalent to the decrease from .010 to .001, even though the second difference seems intuitively not to be so "large." For additive models, on the other hand, the decrease in utility between values of .100 and .050 is equivalent to the decrease between .050 and .000. The scale properties of the additive model are more familiar to most marketing managers and additive models might be preferred by some on this basis.

The question of which model type is to be preferred has occupied much attention, and most of this does not appear to have been justified. Let us summarize the situation with the observations that (1) the additive and multiplicative models are precisely equivalent in the event that either fits the data perfectly, and nearly equivalent when the fit is not perfect. (2) Given utilities for either model type, corresponding values for the other can be obtained trivially by logarithmic transformations. Finally, (3) according to one's particular background and biases, the scale properties of either model may correspond more nearly to intuitive notions and hence be more easily interpretable.

DATA COLLECTION PROCEDURES

Most applications of conjoint measurement use preference rankings or ratings of stimulus objects having specified levels of the attributes being studied. It will be useful to consider an example of alternative types of input data.

Consider a number of hypothetical "vacation trips." These vacation trips differ with respect to three attributes: cost, place, and "mood." Each attribute has three levels. Vacations could cost \$500, \$750, or \$1,000. They could take place in the Carribean, the Western United States, or the United Kingdom and France. The third component, "mood", is specified by one of the three phrases: having "a sky full of stars", "being pampered like you've never been", or "you can feel secure every step of the way".

With three attributes, each having three levels, it is possible to construct 3^3 or 27 different hypothetical vacation trips. Each of these would have a specified level of each attribute under study. For example, one such vacation trip could be described by the statement:

"You can feel secure every step of the way on this vacation to the United Kingdom and France for \$1,000."

One approach to data collection consists of giving respondents a number of such "concept statements" and asking either for a preference ranking or for ratings on a scale of overall preference. The significant

aspect of this approach is that each concept is fully specified with respect to all attributes under study. In order to differentiate this approach from other methods to be described let us call it a "concept evaluation" method. An analysis of preferences for concepts differing in specific attributes leads to estimation of a respondent's utility for each level of each attribute. The computation can be carried out using any of the procedures available for non-metric or "monotone" regression (6, 7, 8).

With this example there are only 27 possible concepts to which respondents can react, and there is no problem in presenting respondents with all of these. In many "real" applications of the method, however, there are a dozen or more attributes to be investigated. If each of these had three levels, a total of over half a million different concepts could be imagined. Fortunately, it is possible to solve for utilities from preference data on only a small subset of these. The number of concepts required for a unique solution for utilities can not be determined rigorously. It is thought to be approximately equal to the total number of levels of all the attributes, although it would be safer to include approximately twice this number. Systematic fractional factorial designs can be used to select the particular concepts to be exposed to respondents.

A second approach provides respondents with stimuli differing in only two attributes at a time. For obvious reasons this approach has been called the "trade off" method (5). For example, a respondent

might be given a 3 x 3 matrix with each cell symbolizing a combination of price and place, as follows:

<u>And Would Be</u>	<u>This Vacation Would Cost</u>		
	\$500	\$750	\$1,000
in the Carribean			
in the Western United States			
in the United Kingdom and France			

His task is to indicate his relative degree of liking for the combination of attribute levels indicated by each cell. He could respond with ratings on a scale of some sort, or by a rank order of preference.

In theory he could be presented with such a task for each pair of attributes. With a dozen attributes, however, there would be 66 pairs. This would probably be too much to ask of most respondents. Fortunately, it appears that a small subset of these is adequate for the estimation of utility values. Current practice seems to suggest that half again as many pairs as there are attributes is an adequate number, so long as the pairs presented are chosen so that all pairs of attributes are compared at least indirectly by chains of reasonably short length.

The concept evaluation and trade-off methods constitute two extremes of a continuum. With the concept evaluation method the respondent produces one rank ordering (or set of ratings) over stimuli specified with respect to

all the attributes being studied. With the trade-off method the respondent provides multiple rank orderings (or sets of ratings) over sub-sets of stimuli, each specified with respect to a pair of attributes. Intermediate designs are readily imaginable where the respondent would be presented with many sets of stimuli, each of which might be specified with respect to a number of attributes greater than two but less than the total. These designs do not yet appear to have had much use, although Green and Jain have studied one such possibility (4).

Several questions may be asked with respect to differences among the concept evaluation and trade-off methods. A brief list of these would include the following:

- 1) Does either method produce results which are more reliable in the test-retest sense?
- 2) Are utility values produced by the two approaches similar?
- 3) Does either method produce results which provide superior predictions of appropriate external criteria (such as actual product purchase)?
- 4) Are there important differences in the levels of difficulty of the two methods for the respondent?

These questions are all empirical and could be answered by a sufficiently large body of comparative data. In order to provide some tentative answers, as well as to demonstrate differences in technique, a small demonstration experiment was conducted.

Ten respondents filled out trade-off matrices for all pairs of the three vacation attributes described above by providing rank orders of preference for the nine cells in each matrix. The 27 possible concept statements were also presented to each respondent who was asked to rate each on a five point scale varying from "very good vacation" to "poor vacation". Half of the respondents did the trade-off tasks first and the other half did the concept evaluation task first. Five days later each respondent repeated both tasks. Respondents were of both sexes, tended to be between 21 and 30 years of age, and were all employed full time.

These data permit an examination of test-retest reliability, inter-method comparability, and, to some extent, external predictive ability of both methods. Since the number of attributes is atypically small this experiment can provide little information about relative respondent or interviewer difficulty.

The trade-off data for each respondent were analyzed using an algorithm (5) which employs a multiplicative model. For comparative purposes the logarithms of these utilities were also calculated.

The concept evaluation data for each respondent were analyzed using a closely related algorithm (6) which employs an additive model. For comparative purposes the antilogs of these utilities were also computed.

Let us examine the first three of the questions above, keeping in mind that this was a small experiment, with respect to both sample size and number of attributes.

1. Test-retest Reliability: A basic property of conjoint measurement is the establishment of interval-scaled solutions when an additive model is used. The additive forms of the utility values were therefore used. The statistic used was the product moment correlation among first and second administration utility values. For the concept evaluation method the mean correlation was .87, and the median .88. For the trade-off method the mean was .83 and the median .94. There is some suggestion that the trade-off approach may produce a somewhat higher reliability coefficient for most respondents though being much less reliable for a minority.

2. Inter-Method Similarity: A product moment correlation coefficient was computed for each respondent using additive utility values to assess the degree of similarity of utilities obtained by the two methods. Separate correlations were computed for first and second administrations. The averages of these correlations were .70 for the first administration and .73 for the second. The lowest of the 20 correlations was .36, and the highest was .96. It is clear that the two approaches produced at least roughly similar results for most respondents, although there are individual exceptions.

The fact that respondents differ widely in the reproducibility of their utilities suggests examining the inter-method results for that subset of respondents with greatest intra-method reproducibility. For the half of respondents with highest average reliability coefficients the average inter-method correlations were .82 for the first administration and .79 for the second, with a minimum value of .54 and a maximum of .95. These values suggest more strongly that the two approaches are measuring substantially similar things. A similar conclusion was reached by Green and Jain (4).

3. Prediction of External Criteria: No external criterion data, such as vacations actually selected by our respondents, are available. However, the design of this experiment does permit one type of comparative examination of predictiveness. Utilities from the first administration for each method can be used to predict respondents' preference data for the second administration of each method. This comparison involves aspects of reproducibility as well as predictability of external criteria.

Kendall's tau was used as the measure of the success of prediction. With the concept evaluation data there are 351 pairs of concepts which could have been given different ratings. Tau is a measure of the number of those actually receiving different ratings for which the predicted difference is in the right direction. The tau statistic is actually the proportion of these for which the prediction is "right" minus the proportion for which the prediction is "wrong."

Using concept evaluation data for the second administration as the criterion, first administration concept evaluation utilities predict with higher tau values than trade-off utilities six times out of ten. However, when using second administration trade-off data as the criterion, first administration trade-off utilities predict more successfully than first administration concept evaluation utilities nine times out of ten. (The mean of all 40 tau values was .69 and the median was .76.)

Thus, while each method is better than the other at predicting new data gathered by the same method, the trade-off utilities provide better prediction a total of thirteen times out of twenty. This suggests that the trade-off method may enjoy a slight superiority in ability to predict external data.

To summarize:

- 1) With this small set of data the trade-off method is more reliable in a test-retest sense for a majority of respondents, though it is much less reliable for a minority.
- 2) The two methods appear to be measuring substantially the same thing, particularly among respondents with high intra-method reproducibility coefficients.
- 3) While each method is superior at predicting new data gathered in the same way, the trade-off method may have a slight overall edge in predicting new data collected by both methods.

Overall, the similarities among numerical performances of the methods seem more striking than their differences. It appears that the choice between methods can best be made on other bases.

There are some basic characteristics of each method which may lead the researcher to prefer it on a qualitative basis. The trade-off method has the disadvantage that, since respondents are considering only two attributes at a time, they must maintain an "all other things being equal" frame of mind. The concept evaluation approach does not require this mental set on the part of the respondent and, indeed, is theoretically capable of estimating utility values for interactions of attributes. Doing so, however, requires that the respondent be exposed to a larger number of concepts.

By contrast, the trade-off method has a clear practical advantage in studies with many attributes. The trade-off method simply requires that the respondent fill out more pairwise matrices, a task which increases only linearly in difficulty as the number of attributes increases. The difficulty of the concept evaluation method increases more nearly quadratically with the number of attributes. Not only must the respondent be exposed to a larger number of concepts, but these are each specified with respect to a larger number of attributes. With a dozen attributes, each having three levels, it might be necessary to obtain ratings on as many as 70 concepts, each containing a dozen specifications.

In general, it appears that the concept evaluation method may be preferable for small studies and the trade-off method may be more feasible for large numbers of attributes. Clearly there is motivation to explore the usefulness of intermediate approaches where respondents evaluate concepts specified with respect to more than two but fewer than the entire list of attributes.

REFERENCES

1. Davidson, J. D. Forecasting traffic on STOL. Operational Research Quarterly. (In Press)
2. Fiedler, J. A. Condominium design and pricing: a case study in consumer trade-off analysis. Proceedings. Third annual conference of the Association for Consumer Research, 1972, 279-293.
3. Green, P. E., and V. Rao. Conjoint measurement for quantifying judgmental data. Journal of Marketing Research, 1971, 8, 355-363.
4. Green, P. E. and A. Jain. Consumer menu preference: an application of additive conjoint measurement. Proceedings. Third annual conference of the Association for Consumer Research, 1972, 304-315.
5. Johnson, R. M. Trade-off analysis: a method for quantifying consumer values. 1973, Market Facts, Inc., Chicago (mimeographed).
6. Johnson, R. M. Pairwise nonmetric multidimensional scaling. Psychometrika, 1973, 11-18.
7. Kruskal, J. B. Analysis of factorial experiments by estimating monotone transformations of the data. Journal of the Royal Statistical Society, Series B, 1965, 27, 251-263.
8. Young, Forest W. Conjoint scaling. Research Report 118, L. L. Thurstone Psychometric Laboratory, 1973.

TRADE-OFF ANALYSIS:
A METHOD FOR QUANTIFYING
CONSUMER VALUES

SUMMARY

This article describes a method for exploring and quantifying the value systems of consumers through conjoint measurement. Since it is concerned with value systems of individual consumers, the method is most appropriate for product categories where consumers' desires are heterogeneous and where markets are highly segmented.

The method to be described has three components. The first is a technique of data collection requiring a respondent to consider "trade-offs" among desirable alternatives. The second component is a computational method which derives "utilities" accounting as nearly as possible for each respondent's choice behavior. The third component is a simple market simulation model which attempts to determine those characteristics of a product which will maximize its share of preference within any particular competitive context.

This method has been used in several problem areas in the recent past. These include pricing of condominium units (Fiedler, 1972) and forecasting air traffic between cities (Davidson, 1973).

BACKGROUND

Much marketing research activity is directed toward trying to find out what consumers want. Consumers are often asked what product attributes are most important to them, or what their "ideal" levels of various product attributes are. Neither of these traditional approaches is entirely satisfactory.

For instance, judgments concerning the importances of various attributes are usually ambiguous unless great care is taken in defining attributes. Odor,

for instance, may be an "important" attribute when considering products which differ noticeably in odor, but may be quite unimportant with a different sample of products from the same category if they all happen to smell the same. Safety may be regarded as an overpoweringly important attribute of airlines, when considered in the abstract. Yet, if airlines are not considered to differ in degree of safety it cannot affect a passenger's choice of airline. Importance judgments are therefore not necessarily meaningful unless discussed in a highly specific context.

The identification of "ideal levels" of attributes is also frequently inadequate. There are many product attributes for which ideal levels do differ from consumer to consumer, such as saltiness of pretzels, lightness of beer, or sudsiness of detergent. For attributes such as convenience, economy, or level of performance, however, we can safely assume that every consumer would prefer a product having as high a level of each attribute as possible. What is needed in such cases is information about consumer "trade-offs": since no manufacturer can afford to sell an infinitely convenient and high performing product for a price of zero, it becomes relevant to determine how consumers value various levels of each attribute and the extent to which they would forego a high level of one attribute to achieve a high level of another.

The method to be described here is based on the premise that each consumer's choice behavior is governed by trade-off values and that, although he or she may be unable to articulate them, they may be revealed by

choices among product concepts having characteristics which are varied in systematic ways.

Techniques of conjoint measurement have generated much interest in the field of mathematical psychology in the last few years, where the notion was first enunciated by Luce and Tukey (1964). Green and Rao (1971) describe the application of such methods to marketing research problems. The basic idea is that by providing consumers with stimuli from among which to choose we can make inferences about their value systems based upon behavior rather than upon self reports. The word "conjoint" has to do with the fact that we can measure relative values of things considered jointly which might be unmeasurable taken one at a time.

Conjoint measurement is fundamentally different from those types of measurement with which most market researchers are familiar. It requires a basic assumption, or "measurement model," regarding the ways in which attributes of objects are related. Although it requires only rank-order data, it produces "measurements" which are "stronger" than rank orders. Conjoint measurement is similar in this respect to several nonmetric scaling procedures.

In discussing unfamiliar issues it is sometimes useful to refer to concrete examples. We shall therefore first present an example of conjoint measurement which is drawn from the subject matter of physics rather than marketing research. A second example will then illustrate the applicability of the same procedures to the measurement of consumer values.

CONJOINT MEASUREMENT -- A PHYSICAL EXAMPLE

The first example is concerned with metal balls known to differ in only two ways: they are of different sizes and they are made of metals having different densities. Our goal is to estimate the volume and the density of each ball. The measurement model which we shall use is the well known multiplicative relationship:

$$\begin{array}{ccccc} \text{Weight} & = & \text{Volume} & \times & \text{Density} \\ \text{(pounds)} & & \text{(cubic inches)} & & \text{(lbs. per cu. in.)} \end{array}$$

Suppose we were to obtain 25 balls, representing each combination of five volumes and five types of metal, and we were to rank order them by weight. These rank orders are shown in Table 1. The largest platinum ball is heaviest, and the smallest aluminum ball is least heavy.

The five volumes and densities are also specified in Table 1. We shall proceed to estimate these values as though we did not already know them.

Although these rank order data do not appear to contain much information about actual numeric volumes and densities, the information is there, and may be extracted. For instance, consider those cells with rank orders 2 and 3. Since the "largest" gold ball is heavier than the "large" platinum ball we know that the product (density of gold x "largest" volume) is greater than the product (density of platinum x "large" volume). This implies that the ratios of these volumes and densities satisfy the order relation:

Table 1
VOLUMES, DENSITIES, AND RANK ORDER
BY WEIGHT OF 25 METAL BALLS

Volume ^a	Density ^b				
	Plati- num (.775)	Gold (.698)	Silver (.379)	Steel (.280)	Alumi- num (.100)
Largest (4.189)	1	2	5	8	15
Large (2.806)	3	4	9	11	20
Medium (1.767)	6	7	13	14	22
Small (1.023)	10	12	17	19	24
Smallest (.524)	16	18	21	23	25

^a Volumes of balls are expressed as volumes in cubic inches.

^b Densities of balls are expressed as pounds per cubic inch.

$$\frac{\text{"largest" volume}}{\text{"large" volume}} > \frac{\text{density of platinum}}{\text{density of gold}}$$

There are 300 pairs of cells in this table, so the ranks provide order information about the relative magnitudes of 300 pairs of ratios. If enough order relations are specified, there may be only a small set of numeric values which will satisfy them. The "measurement problem" then becomes the conceptually simple (although computationally tedious) one of finding a set of values which will satisfy these order relations.

Suppose we could find a numerical factor for each row of Table 1 and one for each column so that the products of these factors had the same rank orders as our input data. Then we could think of the row factors as measures (on some scale) of volumes, and the column factors as measures of densities. Although this might not be a unique solution, the number of possible solutions would be expected to decrease if more objects were ranked. Computation of appropriate row and column factors can be accomplished by a number of available computer programs such as MONANOVA (Kruskal, 1965). Table 2 provides a solution as computed by a similar program to be described subsequently.

Along the left margin of Table 2 is a set of "row factors," and bordering the top of the table is a set of "column factors." These factors have been computed so as to "fit" the rank orders in Table 1. When they are multiplied together appropriately we get the products which appear in the body of

Table 2

A SOLUTION SATISFYING ORDER RELATIONS

Column Factors					
Row Factors	.4121	.2999	.1499	.1091	.0290
.4717	(1) .1943	(2) .1415	(5) .0707	(8) .0515	(15) .0137
.2376	(3) .0979	(4) .0712	(9) .0356	(11) .0259	(20) .0069
.1716	(6) .0707	(7) .0515	(13) .0257	(14) .0187	(22) .0050
.0850	(10) .0354	(12) .0257	(17) .0129	(19) .0094	(24) .0025
.0332	(16) .0137	(18) .0100	(21) .0050	(23) .0036	(25) .0009

Table 2. For instance, the value of .1415 which appears in the first row and second column is the product of its row factor (.4717) and its column factor (.2999). The rank orders of the pairwise products are given by the parenthesized numbers in each cell, and it can be seen that these are the same as the rank orders of the data shown in Table 1.

The row and column factors may be regarded as measures of volume and density or scales for which the units are still undefined. It is useful to inquire to what extent these measures could be modified without destroying their multiplicative property.

In the first place, it is evident that they may all be raised to any positive exponent without changing the rank order of their products. For instance, if we were to square each measure, we would also be squaring all their pairwise products, and we know that the rank order of a set of positive numbers is not affected by squaring them. Since choice of exponent is arbitrary, we are free to raise each measure to the power which will subsequently turn out to make the ratios of estimated weights nearly equal to the ratios of actual weights (in this case, .8).

Secondly, these measures have been scaled arbitrarily to have sums of unity. We will not alter the rank orders of products if we multiply all the row measures by any positive constant and all the column measures by any other positive constant. Our volumes happen to have been expressed in cubic inches, although we could equally as well have used cubic centimeters or cubic yards. Let us rescale our volume measures so that their

sum is equal to the sum of our five volumes as measured in cubic inches. Then the test of how well they estimate volumes will consist of seeing how close each estimate is to that actual volume. The result of this computation is shown in Table 3, where it can be seen that the rescaled row measures are equal to the volumes in cubic inches to within about 6 percent on the average. Table 3 also shows a similar scaling of the column measures to provide estimates of densities for the five kinds of metal, which average within about 4 percent of the actual densities expressed in pounds per cubic inch.

Although rank order data were the principal input to this computation, we needed additional "calibration" information of two kinds. We raised all values to a certain exponent, and we scaled each set of values by a certain constant. Thus with the aid of these "calibrating" constants, which were required only for scaling purposes, we are able to estimate ratio-scaled parameters from rank order data.

One way to improve such estimates would be to include additional levels for the attributes being studied -- to have more sizes and more kinds of metal represented. As the number of objects increases we would expect the estimates to improve.

This example is one in which attributes are related multiplicatively. Additive measurement models are more frequently encountered in practice, although the difference is important only in a computational sense. For instance, if we were to consider logarithms of volume and density,

Table 3

ESTIMATION OF VOLUMES AND DENSITIES

<u>Size</u>	<u>Actual Volume (cu. in.)</u>	<u>Estimated Volume (cu. in.)</u>	<u>Error</u>
Largest	4.189	4.298	.109 (2.6%)
Large	2.806	2.483	-.323 (11.5%)
Medium	1.767	1.914	.147 (8.3%)
Small	1.023	1.099	.076 (7.4%)
Smallest	.524	.514	-.010 (1.9%)
			Avg. = 6.3%

<u>Metal</u>	<u>Actual Density (lbs./cu. in.)</u>	<u>Estimated Density (lbs./cu. in.)</u>	<u>Error</u>
Platinum	.775	.831	.056 (7.2%)
Gold	.698	.644	-.054 (7.7%)
Silver	.379	.370	-.009 (2.4%)
Steel	.280	.287	.007 (2.5%)
Aluminum	.100	.099	-.001 (1.0%)
			Avg. = 4.2%

we would then have an additive measurement model.

MEASUREMENT OF CONSUMER VALUES

Fortunately for the field of physics, there are other ways of measuring volume and density which are more convenient and accurate than the method just described. In the field of consumer research, however, a method like this may be the best available. Suppose that we wish to assess the "importance" or "utility" to a prospective car buyer of each level of several car attributes. As a way of collecting data we might give a respondent a pair of attributes (analogous to volume and density in the example) and ask for his rank order of preference for cars differing on these two attributes.

Consider cars differing only in price and top speed, and suppose a respondent were to state his rank order of preference for nine of these. Such data could be arranged as in Table 4. If we were to examine these data one attribute at a time we would conclude that this respondent prefers lower prices to higher prices, and faster cars to slower cars, other things being equal. Although we can obtain such potentially valuable information by examining these attributes separately, we can learn much more by examining them jointly. For instance, we see that while this respondent's preferred car will cost \$2,500 and go 130 MPH, his second choice shows that he would rather drop to a top speed of 100 MPH than pay the higher price of \$4,000. Thus by considering these two attributes jointly we can learn something about their relative importance in influencing his preferences. If we wished to investigate this respondent's value system more

Table 4
ONE RESPONDENT'S
RANK ORDER OF PREFERENCE

<u>Price:</u>	Top Speed (MPH)		
	130	100	70
\$2,500	1	2	5
\$4,000	3	4	6
\$6,000	7	8	9

generally we could have him express his preferences for cars differing in warranty and seating capacity, warranty and price, etc. If he were highly enough motivated we could, in fact, ask him to provide trade-off data for all possible pairs of attributes in which we were interested.

The data gathering procedure which has been used most frequently in actual practice consists of giving each respondent a booklet. Each page of the booklet contains a trade-off matrix with rows representing various levels of one attribute and columns representing levels of a second attribute. The respondent is asked to rank those combinations of attributes according to his preferences, considering all other attributes to be constant.

This data collection approach is considerably different from that described by Green and Rao. With that procedure respondents provide rank orders of preference for product concept descriptions which differ simultaneously with respect to all attributes being studied. That approach has the distinct advantage of greater-"realism" since respondents are choosing among concepts which are more elaborately specified. With that approach it is not necessary to produce the somewhat artificial mental set in the respondent of "other things being equal." That approach also has the advantage, at least theoretically, of being able to explore interactions among attributes.

However, for many product categories it appears that upwards of a dozen product attributes may have to be studied simultaneously. It is hard to see how this many attributes can be handled if all concepts are to be

given a specified level of each attribute. The approach described here has the advantage that the number of attributes to be studied is limited only by constraints of interview length and respondent endurance. A second advantage is that respondents provide direct information about trade-offs among pairs of attributes in such a form that one can infer relative "importances" of attributes without the need for any model at all.

We shall now describe an example of how conjoint measurement can be used to infer consumer values from trade-off data. Let us suppose that automobiles could be described adequately in terms of four attributes, each with three levels. Rank order of preference data for an actual respondent are shown in Table 5. This respondent filled out six trade-off matrices, one for each pair of attributes.

Estimates of "utilities", computed by methods to be described below, are shown in Table 6. We assume that these "utilities," which are analogous to the row and column factors of the previous example, reflect the personal value system of this individual. These numbers are only meaningful in a relative sense. If we were to raise them to any positive exponent (such as squaring them or taking their square roots) their meaning would be unchanged. Also, since their absolute magnitudes are arbitrary, they are scaled so that the sum for each attribute is unity.

Now, consider the simple model of preference formation which states that the relative degree to which an individual "likes" a given car can be obtained by multiplying together that person's "utilities" for the attribute

Table 6

ESTIMATED UTILITY VALUES FOR ONE RESPONDENT

	<u>Level</u>	<u>Utility</u>
Price:	\$2,500	.57
	\$4,000	.33
	\$6,000	.10
Top Speed:	130 MPH	.51
	100 MPH	.34
	70 MPH	.15
Seating Capacity:	2 persons	.31
	4 persons	.42
	6 persons	.27
Warranty:	60 months	.49
	12 months	.31
	3 months	.20

Table 7

PAIRWISE PRODUCTS OF UTILITIES

		130 MPH .51	100 MPH .34	70 MPH .15
		(1)	(2)	(5)
	\$2,500 .57	.2907	.1938	.0855
		(3)	(4)	(7)
	\$4,000 .33	.1683	.1122	.0495
		(6)	(8)	(9)
	\$6,000 .10	.0510	.0340	.0150

levels describing the car. In this example the person's relative liking for a \$4,000, 130 MPH car would be $.33 \times .51 = .1683$. This is a relative value and will have meaning only when compared with other similarly-derived values for cars having other levels of price and top speed attributes. For this person a \$2,500, 100 MPH car would have a relative value of $.57 \times .34 = .1938$. Therefore, this respondent should prefer the \$2,500, 100 MPH car. In choosing among cars differing in all four attributes, our respondent's relative values would be obtained by computing the products of four utility values at a time rather than two at a time.

This respondent's utilities are estimated so as to account simultaneously for all six of his pairwise trade-off matrices in Table 5. By way of illustration, Table 7 indicates the computations of pairwise products for the price vs. speed comparison.

This respondent's utilities for the three price levels are shown at the left margin, and his utilities for the three speeds are shown at the top. The value in each cell is obtained by multiplying together his utilities for that row and column. The rank orders of the numerical values in the cells of this table are indicated by the numbers in parentheses. We find that these pairwise products have nearly the same rank order as the data themselves as shown in Table 5, the single exception being the cells ranked 6 and 7. Thus, the estimated utilities are quite consistent with the data and may be taken as a summary.

These utility values are not unique; other values obtained by slight modifications of these will still provide pairwise products having almost the same rank order as the data. However, if the respondent had reacted to several pairs involving each attribute and we were to solve simultaneously for utilities "best fitting" all his preference data, there is likely to be a unique solution, apart from scaling.

COMPUTATION

The numerical techniques available to convert the observed rank orders into estimates of utilities are similar to techniques of nonmetric scaling such as those of Kruskal (1964, 1965) and Johnson (1972).

The computing method used most frequently by the author is an iterative procedure which attempts to minimize a measure of "badness of fit" of the utilities to the data. Since the data consist simply of rank orders, the measure of fit must indicate the extent to which the pairwise products of utilities have rank orders similar to the data.

Two measures have been helpful; the first of these is Kendall's tau. Suppose we have n objects which have been approximately rank ordered from largest to smallest. With n objects there are $n(n-1)/2$ pairs. One way to measure the "badness" of an ordering is to count the number of pairs of objects which are in the "right order" and the number of pairs in the "wrong order." The tau statistic is the difference between two such proportions or

$$\tau = \frac{\text{number of rights} - \text{number of wrongs}}{\text{number of rights} + \text{number of wrongs}}$$

A tau of 1.0 indicates a perfect rank order, a tau of -1.0 indicates a perfect negative relationship, and a value of zero indicates an unrelated ordering.

Suppose that a respondent has filled out a trade-off matrix of size 3×3 , and we have estimated utilities for him which are multiplied together to produce a "theoretical" value for each cell of the matrix as in Table 7. With 9 cells there are $(9 \times 8)/2 = 36$ pairs of cells. Tau would be the number of these pairs of cells for which the difference between theoretical values is in the "right direction" (the same direction as his data for that pair of cells) minus the number in the wrong direction, all divided by 36. If a respondent had filled out six such matrices and we wished to measure the overall extent to which his utilities fit his data, we would cumulate the numerator and denominator of tau over all 6 matrices. When the utilities in Table 6 are applied to explain the data in Table 5, we get a tau of .935, indicating a reasonably close but not perfect fit.

The tau statistic is based on a count of numbers of errors without regard to their size. Errors differ in relative size, and a "large" error may be more serious than a "small" error. A second measure, phi, takes into account the sizes of errors. For each pair of trade-off cells we consider the ratio of the computed values. If this ratio is denoted by the symbol r , then the quantity $(r + (1/r) - 2)$ may be regarded as a measure of the

"distance" of the ratio from one. This quantity is zero if the ratio is one and increases as the ratio becomes either larger or smaller than one. The statistic phi is defined by the expression

$$\phi = \frac{\sum [r + (1/r) - 2] \delta}{\sum [r + (1/r) - 2]}$$

$$\delta = \begin{cases} 1 & \text{if the computed difference is in the "wrong" direction} \\ 0 & \text{otherwise} \end{cases}$$

This index would have a value of zero if there were no errors of fit, and a value of one if the order of every pair of cells were incorrectly predicted.

The most successful computing algorithm currently available uses a "gradient" technique to minimize phi. Normally, those respondents with low values of phi also have high values of tau, suggesting that either of these indices may work reasonably well in practice as a measure of lack of fit.

ASSUMPTIONS OF THE MODEL

The model of preference formation underlying this method assumes that the attributes studied are independent. This assumption has two ramifications.

The first is that the attributes must be non-redundant, or more accurately, they must all be equally redundant. The utility for a collection of attributes is considered to be the product of the utilities of each of its attributes. If an attribute were represented twice, for instance, its utility would figure

into the overall as its square, rather than its first power. If a single underlying factor were to be represented k times among the list of attributes it would be appropriate to take the k th root of each of the utilities thought to be reflecting this factor. Lacking any good way to measure the extent of redundancy among the attributes in a list, it seems prudent to conduct preliminary research to formulate attribute lists which are as non-redundant as possible.

The second ramification of the independence assumption is one regarding interaction among variables. The model assumes, for instance, that the extent to which a respondent prefers a red car to a black one will be independent of size, price, and model type. It seems possible that red may be someone's preferred color for a convertible while black may be his preferred color for a limosine. This assumption of no interaction is most certainly false when applied to such extreme cases; however, it appears to be tenable under ordinary circumstances.

DETERMINING OPTIMAL PRODUCT CHARACTERISTICS

We have now described a simple multiplicative model of preference formation which expresses an individual's theoretical relative preferences as products of sets of utilities, and we have indicated how these utilities can be estimated from rank order data. We next consider the problem of converting these relative values to something more nearly approaching shares of the market.

Suppose we can characterize a market as currently consisting of products A, B, C, . . . etc. We wish to predict the relative sales of a new product, X, if X were to become available. The most natural approach would seem to consist of estimating each respondent's overall liking for each product and then to count the number of respondents for whom X has the highest value.

This approach assumes that an individual restricts his purchases to his preferred product. This may be nearly true in product categories with high brand loyalties, such as cigarettes, or with infrequent "large ticket" purchases, such as houses. In other product categories it may be more appropriate to employ a probabilistic model which distributes an individual's probability of purchase in some way over his several most preferred products.

Suppose that an appropriate sample of respondents has provided the necessary data and that utilities have been computed for each respondent. We may also have gathered demographic, product consumption, media exposure, and other information about each individual. Suppose we have several experimental versions of a product in mind (which do not necessarily yet exist). We assume that these versions are all feasible from a manufacturing and pricing standpoint, that we could produce any of them, and we wish to choose the "best" version.

We compute each individual's overall liking for the first version of the experimental product, determining whether or not it would have a value

higher than any currently available product. If it would have a higher value than any current product, we conclude that this individual would in fact buy it if it were available. If our respondent sample is well chosen, if we weight individuals appropriately to reflect individual differences in consumption, and if we have included the relevant product attributes, then the resulting proportions of respondents with predicted preferences for each product should correspond approximately to actual market shares for currently available products (apart from differences due to variables unaccounted for such as advertising and sales force effectiveness). We could then estimate:

1. How many respondents would choose the experimental product X, in the context of A, B, C, . . . etc.
2. What the likely volume of consumption would be.
3. What products such individuals are now using and from which they would be switched if X were introduced.
4. Who they are, demographically, and how they may be contacted by advertising.

By repeating the process for experimental versions X_1 , X_2 , . . . etc., we can determine which of these optimizes whichever criterion we wish.

Since computations are done on a respondent-by-respondent basis, it is possible to study interactions among products. For instance, that pair of experimental products could be selected involving relatively little overlap with one another which will theoretically maximize total profitability for the

corporation. Likewise, a companion product or line extension can be chosen which appears capable of producing the greatest net increase in total corporate profit.

EVIDENCE REGARDING APPROPRIATENESS OF THE MODEL

Although the procedures described here have been in use for a fairly short time, a number of methodological studies have been conducted, four of which will now be described briefly.

Context Dependence

Even with as few as seven or eight attributes it becomes impractical to have a respondent fill out trade-off matrices for all attribute pairs. This being the case, it is relevant to inquire whether the utilities obtained for an attribute depend upon the other attributes with which it is compared. In one experiment respondents were divided randomly into two groups. Respondents in each group filled out trade-off matrices for different pairings of 18 attributes. Only twelve attributes were common to both questionnaires, and no pair of attributes appeared in both questionnaires.

It was possible to examine the mean utilities for each level of each attribute to see whether different utilities were produced by the experimental groups as a function of context. The twelve common attributes had a total of 46 levels. A "t" test was conducted for each of these to determine whether the means were significantly dissimilar. We would have expected between 4 and 5 differences to appear significant at the 90 percent level of confidence due to chance alone but only three values this large were observed, some-

what less than chance. Therefore this experiment failed to demonstrate any difficulty with context dependence, and lends support to the practice of exposing respondents to subsets of attribute pairs.¹

Cross Validation -- Prediction of "Held-Out" Data

In another study each respondent filled out a total of 27 trade-off matrices involving 21 product attributes. For each respondent 6 replicate sets of utilities were computed. Each set was based on all his data except that a different trade-off matrix was held out from each calculation. Utilities based on 26 pairs were then used to predict the respondent's rank order of preference for each of the held-out attribute pairs. The predicted rank orders for this pair were compared to the actual rank orders and the relationship was summarized by a tau statistic.

The average value of tau was .78. By comparison, the average value of tau for those pairs of attributes included in the utility calculation was .87. Thus, while there is some loss of fit when testing computed results on new data, as would be expected, the average tau is large enough to indicate the model's ability to predict reasonably well how respondents would have filled out trade-off matrices to which they are not exposed. We would expect even more favorable results with a set of data having fewer than 21 attributes and more pairings per attribute.

External Validation -- Prediction of Preference

The most critical question regarding validity of the model is whether a respondent's utilities, when multiplied together properly, do in fact pro-

¹ The t statistic is not strictly appropriate for this purpose since it involves a normality assumption which utilities probably do not satisfy (although their logarithms might). However, the t statistic is generally considered to be relatively robust under this condition, a property not so characteristic of multivariate analysis of variance, which might otherwise have been a more appropriate technique.

vide an accurate prediction of his preferences. This question was examined in two experiments. In the first of these, respondents filled out 6 trade-off matrices comprising all possible pairings of 4 attributes. Each attribute had three levels so that 12 utilities were computed for each respondent.

It would have been possible to specify $3^4 = 81$ possible hypothetical product descriptions using these attributes. A subset of 12 of these was chosen, each having the characteristic that it had the "best" level of one attribute, the "worst" level of another, and "middle" levels of the remaining two attributes. The same respondents also provided rank orders of preference for these 12 hypothetical products. We were interested in determining how closely the actual rank orders of preference for these 12 concepts would be predicted by the model.

It should be noted that the model was being asked to work under exceptionally difficult circumstances. The 12 hypothetical products were chosen so as to be as nearly equivalent in overall desirability as possible. If a product had been included with the "best" level of each attribute and/or one with the "worst" level of each attribute the prediction of preference would most surely have been easier.

In order to assess the goodness of prediction a rank order correlation coefficient was computed between the actual and predicted rank orders of preference for each respondent. The median of these values was .80. This was felt to constitute a reasonable level of prediction, given the unreliability inherent in the measure which we were attempting to predict.

Since the fit was not perfect, however, it seemed prudent to inquire whether the errors tended to be random or systematic. If, for instance, the model tended systematically to over-or-under-predict level of preference for any of the twelve concepts we would have evidence of its failure to account for some aspect of the respondents' preferences. The respondents' rank orders of preference were therefore averaged, as were the rank orders of their predicted preference. The rank order correlation between these two sets of averages was .91. This appeared to be an acceptably high value, and inspection of the differences between the two sets of averages provided no evidence of systematic over-or-under-valuing any attribute.

In another study respondents filled out 15 trade-off matrices dealing with 10 attributes of products in a "hard goods" category. The same respondents were also presented with five concept statements describing hypothetical products from this category and asked to rank these concepts in order of their preferences. Each respondent's trade-off data were used to estimate his utilities for the 10 attributes, and these were used in turn to predict the rank order of his preferences for the five concepts.

The distribution of actual and predicted first choices is given in Table 8. The distribution of first choice votes estimated from the trade-off data is similar to the actual distribution ($r = .92$), with the exceptions that Concept D is over-predicted by about 25%, while Concept C is under-predicted by a similar amount. The fit is less impressive on a person-by-person basis, however. With five products we should expect to predict a respondent's

first choice correctly one time in five, or 20% of the time. The actual number of "hits" is 294, representing a success rate of approximately 45%. Thus the similarity of the distributions of actual and estimated first choices is due in part to compensating errors. This corresponds to experience in other product categories where the success rate at predicting first choice has ranged from a low of about 40% (twice the chance level) to a high of 85% (about six times the chance level with seven products).

An analysis was also conducted to determine whether prediction was more successful among most and least preferred products than among products in the middle of the preference distribution. For each respondent the five concepts were arranged in order of stated preference, from first choice to last choice. For each pair of positions a check was then made to see whether the model made the correct prediction of pairwise order. Cumulating over respondents, then, we can determine the accuracy with which the model predicts pairwise preference for any two actual preference ranks. These percentages are provided in Table 9.

In this study the model was successful in predicting preference of the most preferred over the second most preferred concept only 64 percent of the time, while it correctly predicted the preference of the most preferred over the least preferred concept 82 percent of the time. The lowest percent accuracy figures are for discrimination between rank orders 2 vs. 3 and 3 vs. 4, as might be expected. The success rate increases in general as the spread between rank order positions increases, and is somewhat

Table 8

ACTUAL VS. PREDICTED PREFERENCES
FOR FIVE OPTICAL PRODUCT CONCEPTS

<u>Concept</u>	<u>Actual First Choice Votes</u>	<u>Predicted First Choice Votes</u>
A	43	28
B	101	114
C	157	117
D	204	252
E	152	146
	<hr/>	<hr/>
Total	657	657

Table 9
PERCENT ACCURACY FOR PAIRWISE
PREFERENCE PREDICTIONS

<u>Rank Order of Less Preferred Concept</u>	<u>Rank Order of More Preferred Concept</u>			
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
2	64			
3	67	60		
4	75	69	59	
5	82	82	75	70

higher for most and least preferred concepts than for those more in the middle. Perhaps surprisingly, the model is somewhat more successful at predicting least preferred product than most preferred, though this may be a specific characteristic of these data.

STRENGTHS AND WEAKNESSES

The greatest strength of this procedure seems to be its ability to generate rather refined predictions from quite primitive data. This is a characteristic of all the non-metric scaling methods.

A second strength is its apparently wide applicability. Not only can the model provide predictions about levels of buying interest for new concepts, but it can also provide information about the "trade-offs" among product attributes. For instance, the model can predict how much price may be increased when a new feature is included without loss of market share, or whether one feature might be substituted for another without loss of share. The procedure is by no means limited to verbalized product dimensions. It is possible to study color, odor, texture, size, shape, and other physical product attributes with the aid of visual or other sensory aids. Indeed, the simulation procedure can easily be generalized to incorporate each respondent's perceptions of current products or new product concepts on such subjective attributes as "beauty" or "satisfaction."

A third important benefit of the procedure is that the concepts tested need not actually exist in concept form. If there were ten relevant attributes with only two levels each a total $2^{10} = 1024$ possible concept state-

ments would be definable. Using traditional concept testing procedures several hundred tests might be required to explore all the attractive possibilities. Using a model such as that described here all 1024 of them could be evaluated in some sense without ever exposing even one concept to any respondent.

The cost of this strength is the rather heroic assumption of no interaction among attributes. The model assumes that the whole is equal to the sum (literally, the product) of its parts and, to whatever extent this assumption is false, it will produce misleading results.

It is clear that the usefulness of the procedures described here will ultimately be judged on an empirical basis. At the time of this writing there are not yet any clear predictions made by the model which have had time to be proven either true or false. Such information should soon become available, however, since the model has been used for a number of subject areas.

APPENDIX XV

This appendix defines multiplicity of alternative media usage and intensity of alternative media usage, and explains how they are calculated for each respondent.

Multiplicity of alternative media usage indicates breadth of the range of different media, exclusive of television, which Canadians normally encounter. Multiplicity of alternative media usage is based on the indicated minimum usage levels for each of the following media:

- newspaper: read on two or more of the past seven days
- magazine: two or more different ones, not including different issues of same magazine, read in the past four weeks
- book: two or more read in past six months
- movie: two or more seen in the past six months
- radio: more than fifteen minutes spent listening in an average day

Each respondent is assigned to a level of multiplicity dependent upon how many of the above media have received at least minimum usage. The following assignments are used:

<u>Number of Media</u>	<u>Assignment</u>
none or one	very narrow range
two	narrow range
three	medium range
four	broad range
five	very broad range

Intensity of alternative media usage carries this a step further by taking into account the frequency of exposure to each of a number of different media, exclusive of television, simultaneously. Intensity of alternative media usage is based on the following allowable values for each of the following media:

- newspaper: number of days out of past seven that a newspaper was looked at
allowable values: 0 (none), 1, 2, 3, 4, 5, 6, 7
- magazine: number of different magazines, not including different issues of the same magazine, that were read in the past four weeks
allowable values: 0 (none), 1, 2, 3, 4, 5, 6, 7, 8, 9, (10 or more)
- book: number read in past six months
allowable values: 0 (none), 1, 2, 3, 4, 5, 6, 7, 8, 9, (10 or more)
- radio: number of hours spent listening to the radio on an average day
allowable values:
1 (none),
2 (15 minutes or less),
3 (over 15 minutes to half an hour),
4 (over half an hour to one hour),
5 (over one hour to two hours),
6 (over two hours to five hours),
7 (over five hours)

Each respondent is assigned to a level of intensity dependent upon the sum of the allowable values for each of the five media. The following assignments are used:

<u>Sum of Allowable Value</u>	<u>Assignment</u>
1 to 9	minimal exposure
10 to 15	moderate exposure
16 to 20	average exposure
21 to 25	heavy exposure
26 to 44	very heavy exposure

